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ABSTRACT

This manual is written for trainers working in the RehabMark system of employer development in vocational rehabilitation services. Videotapes are available to accompany lectures and other training activities, and materials for transparencies are provided in an appendix. After an introductory chapter, the first half of the manual contains training modules for the development of accounts with employers, including targeting, preapproach activities, and means to foster client confidence. The latter half focuses on employer relations, including cost issues, organizational issues, and handling objections. Each module uses six skill training methods: trainer instruction, demonstration, behavioral rehearsal, reinforcement, homework, and assessment. Training exercises and goals, checklists, and questions for discussion are provided. Includes 45 references. (PB)

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Trainer's Guide

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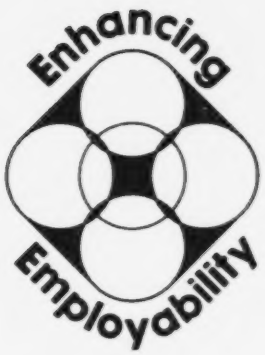

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REHABMARK

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Chapter 11

- Handling Objections

Chapter 12

- Closing Techniques #1
- Closing Techniques #2
- Closing Techniques #3

Chapter One

The RehabMark Approach to Employer Development

CHAPTER ONE: TRAINER'S GUIDE

Concepts Introduced

1. Rationale for a systematic approach
2. Goals for training
3. Methods used in the RehabMark approach
    a. Marketing
    b. Impression management
    c. The benefit exchange process
4. RehabMark modules and training procedures

Activities

None

Training Materials

1. Participant's workbook, pages 1-9

Equipment Needed

1. Overhead projector for transparencies

THE REHABMARK APPROACH TO EMPLOYER DEVELOPMENT

Introduction

Participant's workbook page 1

"RehabMark is a systematic approach to placement designed to match the needs of individual clients with the needs of individual employers throughout the initiation, maintenance and advancement phases of employment. The systematic approach enhances the way practitioners present themselves and their clients, thus enabling them to work more efficiently in four important areas:

1. Increase the exposure of the rehabilitation agency in the local community;
2. Expand the agency's contribution to community members;
3. Benefit a number of clients at the same time;
4. Efficiently use time, energy, and resources."

Rationale for a Systematic Approach

Participant's workbook page 2

"There are a number of needs within the field of placement which can be met by taking a systematic approach to the placement process. These needs form the rationale for the RehabMark approach.

1. The Need for Employer Development:

Over the last sixty years VR has done an increasingly efficient job of preparing individuals with disabilities to enter the employment community. Systematic and well planned effort has been focused on the client's needs using methods and techniques proven effective by rehabilitation research. There is, however, a growing awareness that preparation is a necessary but not a sufficient condition to ensure employment. No matter how work ready clients are, if employers will not hire them, preparation efforts will be wasted. Systematic and well planned effort needs to be directed toward employer development. Practitioners need an approach that addresses the needs of both employers and clients in an effort to effect a mutually satisfactory match between them.

2. The Need for Employer-Rehabilitation Partnerships:

The commonly used job development approach in which a practitioner attempts to place a client in a job, directs time,

energy and resources toward a brief encounter with an employer during the initial phase of the employment process. A system is needed that will create long term relationships with employers through which all phases of employment--initiation, maintenance, and advancement can be facilitated.

3. The Need for an Enhanced Practitioner Role:

Placement practitioners have had to go to employers seeking acceptance of clients whose productivity may be in question. A more effective role is needed that will permit the practitioner to act as an intermediary or broker who brings the client and employer together for the mutual benefit of both.

4. The Need for Effective Employer Interaction Skills:

Interaction and communication techniques in rehabilitation are designed to facilitate the counseling relationship with clients. Practitioners need effective self presentation and impression management techniques that will promote relationships with employers.

5. The Need for Persuasive Communication Skills:

Poor placement rates have often been attributed to ignorance and prejudice on the part of employers. Solutions have focused on persuading sympathetic employers to accept applicants out of moral or social obligation. Placement practitioners need persuasive communication skills that address employer needs--economic pressures and staffing concerns--not employer emotions."

Goals for Training

Participant's workbook page 3

"RehabMark is designed to match the needs of individual clients with the needs of individual employers during each phase of the employment process. Therefore, goals of the RehabMark approach are two-fold.

1. Meet the Needs of Clients

   a. To provide a broad base of entry level positions suitable for individual clients to initiate career activities directed toward their terminal vocational objective.

   b. To promote advancement by providing interventions at appropriate junctures to facilitate vertical and horizontal career moves.

   c. To efficiently acquire and continually update accurate local labor market information from a variety of com-

munity sources to use in the improvement of service provision.

2. Meet the Needs of Employers

   a. To provide speedy referrals of qualified job candidates prescreened for specific job openings.

   b. To allow the retention of valuable employees through the provision of appropriate services.

   c. To address economic constraints with cost effective services provided in a timely manner."

Methods Used in the RehabMark Approach

Participant's workbook page 4-5

"RehabMark is an accounts approach to placement that utilizes two methods: marketing and impression management. Marketing is a systematic "benefit exchange" process which identifies consumer needs, then develops and channels resources to meet those needs in a 10 step process."

1. Prospect
2. Target
3. Preapproach
4. Develop Confidence
5. Establish Contact
6. Present Benefits
7. Ask Questions
8. Meet Objections
9. Close
10. Follow-up

Participant's workbook page 6-7

"The ten steps of the benefit exchange process have been specifically designed to encourage repetition. The benefit exchange is a continuous cycle that promotes the development of long term associations commonly called accounts.

Impression management uses techniques of persuasive communication during each step in the benefit exchange process. These techniques bring about positive changes in opinions and behavior and help to move the process forward.

Impression management and marketing methods work together in the RehabMark approach. For example, prospecting involves an ongoing assessment of local employers' needs through formal and informal modes of communication. Targeting involves the iden-

tification of those employers who are receptive to hiring workers with disabilities and whose needs can be met through existing or potential clients and agency services. During pre-approach activities, practitioners gather and organize materials to use in communicating with employers. Establishing contact and developing confidence requires self presentation skills. Asking questions and handling objections requires social skills. Closing in a long term relationship requires a variety of techniques to conclude transactions by creating positive expectations for future interaction. The provision of follow-up services requires interpersonal skills to determine which services will be most beneficial and acceptable to both employer and client."

| Participant's workbook page 8 |

"RehabMark establishes accounts relationships with both clients and employers so the ongoing benefit exchange process can enhance the entire employment process to the mutual satisfaction of both. To visualize how RehabMark accounts operate, imagine the benefit exchange process as a ball rolling through the initiation, maintenance, and advancement phases of employment repeatedly bringing marketing and impression management strategies to bear on the needs of the client and the employer who hired him/her.

The professional using the benefit exchange process assumes the role of broker. A broker is an intermediary who efficiently brings together two parties who have benefits to exchange in a mutually satisfying match. The broker provides quality information and services that reduce the cost of the search and increase the chance of a satisfactory match. This matching task is facilitated by the long term accounts relationship. Time is available to become familiar with both the consumers and to accurately assess their needs and desires. In rehabilitation, the accounts relationship enables placement brokers to provide information and services tailored to meet individual client and employer needs during all phases of the employment process: initiation, maintenance, and advancement."

RehabMark Modules and Training Procedures

"RehabMark training provides the knowledge and skills necessary for a placement practitioner to become a marketing specialist. You will learn to use each of the steps in the benefit exchange process. Procedures used in RehabMark training have been proven effective in teaching other social skills. The task of becoming a marketing specialist is broken down into smaller steps called modules which are taught systematically, starting with the simple and moving toward the more complex. The basic knowledge and skills needed to develop employer accounts are addressed in two RehabMark modules: Account Development and Employer Relations."

Participant's workbook page 9

"Each module uses six skill training methods:

1. Trainer Instruction
2. Demonstration
3. Behavioral Rehearsal
4. Reinforcement
5. Homework
6. Assessment

For each module, information and explanations are given by the trainer. This instruction is followed by a variety of models or examples which demonstrate the principles that have been introduced. You will then practice or rehearse what you have learned in simulation or role playing activities. Feedback and encouragement act as reinforcers, and when necessary, corrections are suggested. Homework assignments will enable you to practice newly acquired skills in natural environments. A variety of evaluation procedures will assess your progress at appropriate junctures in the training and results will be shared with each trainee.

RehabMark trainers are skilled in the use of these methods and thoroughly familiar with all aspects of the RehabMark approach. They will use both video and audio equipment during the training as a means of presenting material and recording behavioral rehearsals for reinforcement during playback. A participant's manual is provided for you containing information and a place to record notes."

Participant's workbook page 1

"RehabMark training has been broken down into a series of sequential and cumulative modules, each focusing on an aspect of the RehabMark approach. Therefore, you are encouraged to attend all training modules. As previously mentioned, the combined knowledge and skills acquired during RehabMark training will enable you to work more efficiently in the four areas listed on the first page of your workbook.

1. Increase the exposure of your agency in the local community;

2. Expand your agency's contribution to community members;

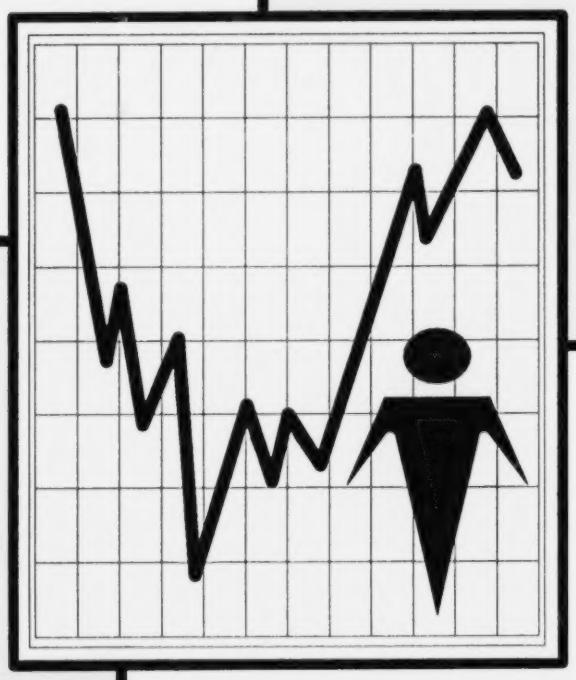
3. Benefit a number of clients at the same time;

4. Efficiently use your time, energy, and resources."

Module One

Account Development

Chapter Two



Prospecting for Accounts Information

CHAPTER TWO: TRAINER'S GUIDE

Concepts Introduced

1. The contribution of prospecting activities to the benefit-exchange process
2. Goals for training
3. Types of information sought during prospecting
4. Useful sources of information
5. Methods of accessing and organizing information

Activities

1. A role play exercise
2. A simulation activity
3. A self-evaluation exercise using a checklist

Training Materials

1. Participant's workbook pages 10-22
2. Video modeling tape, "Prospecting for Small Leads"
3. Role play situation cards - Appendix A
4. Materials for Prospecting simulation activity - Appendix A

   In preparation for the simulation activity, assemble materials in sufficient supply for groups with 4-6 trainees each.

   a. Acquire, save and reuse:

   City or regional telephone books with yellow pages
   Chamber of Commerce reports and pamphlets
   Recent annual reports from local companies (obtained at a local broker's office or directly from the employers)
   Standard and Poor/Dunn and Bradstreet listings of local companies (obtained from the library or a local broker)
   Company newsletters, company brochures
   Occupational Outlook Handbook
   City maps, regional maps
   Public transportation route maps
   Local news articles on employers
   Employment Security Division reports

b. Copy for consumption:

Prospect Organizer Forms - Appendix A
Fictitious Informal Information - Appendix A

Equipment Needed

1. VCR
2. TV monitor
3. Video camera
4. Overhead projector for transparencies

PROSPECTING FOR ACCOUNTS INFORMATION

Introduction

"The first step in establishing accounts is the identification of the benefit exchange possibilities in the surrounding locale. In order to locate potential accounts it is necessary to prospect--to take an extensive view of the employment community. In order to maintain long term account relationships it is necessary to continually prospect for information. Without a systematic approach this process can make overwhelming demands on your time and energy. RehabMark guidelines bring order to the prospecting activity by specifying what information you will need at specific junctures in the accounts relationship and where you can find it."

Goals for Training

Participant's workbook page 10

"The goal of prospecting is to obtain information that will facilitate the benefit exchange process. Prospecting activities seek to identify two important types of information.

1. The needs of local employers that might be met by agency services.

2. The needs of the agency that might be met by employers.

The ability to effect a match between the employer's needs and your agency's needs requires information. The effectiveness of the match depends on accurate information. Prospecting activities are designed to obtain and update accurate information."

Types of Information Sought During Prospecting

Participant's workbook pages 11-12

Formal and Informal Input

"Information about the employment community comes from many sources. Some of these are formal, published sources that contain demographic statistics. Others are informal community network sources. Both are reliable sources of information that you will need to continually access.

When formal and informal sources provide similar information you can have some confidence in its accuracy. When there is disagreement, further investigation will be necessary. Informal sources of information should be cross-checked to verify accuracy.

Cross-checking of information derived during prospecting occurs throughout the benefit exchange process. Leads should be continually explored to verify their accuracy. Use unverified information with caution until you can arrange a face-to-face interview with the employer or a plant tour. The process doesn't stop there. Prospecting for information accurate enough on which to base account development activities continues throughout the relationship."

Employment Sectors

"You will need to identify sources of formal and informal information about each of the employment sectors. A systematic way to accomplish this is to begin with formal sources. Knowing basic demographic statistics will orient you to the local situation and help you attend to and interpret informal information as it becomes available. This will ensure that you do not miss or misinterpret informal data, and will prepare you to pursue small leads. Systematic follow-up of small leads will gradually expand your knowledge of the local situation in each of the employment sectors.

Attend to information about <u>each</u> of the employment sectors. This will facilitate placement activities should employment in one sector decline, as manufacturing often has, or emerge in a previously nonexistent sector. This will ensure that new sources of employment and new account opportunities moving into the locale are not overlooked during that initial period of active hiring. It will also ensure that undue effort is not expended on an account with no future and that plant closings do not create unanticipated crises for your clients."

Human Service Sectors

"You will need to identify formal and informal sources of information within your own agency and other agencies providing services to your clients. A systematic way to begin is to review formal sources such as agency files and reports. These will provide information about sectors and firms which have previously offered employment opportunities to your agency clientele. They will also identify the types of followup services that have been provided or have been requested but were unavailable. Followup services can then be related to those sectors and firms with a particular need.

Information from these formal sources will orient you to the situation and direct your attention to leads from informal sources. Colleagues and former clients are rich sources of such informal information and will help identify those employers who are exploitative, those who are facilitative, those who have worked cooperatively with the agency, and those who have not. Remember that such informal information needs to be cross checked to verify accuracy.

Formal and informal sources will keep you informed about changes in the agency's ability to provide services. It will

then be possible to determine what services can be provided directly and what must be arranged through other community human service organizations. Attending to these sources will keep you informed about how quickly and efficiently these services can be provided and who can assist you in ensuring rapid, quality service delivery.

Formal and informal sources can also identify agency needs beyond good jobs for clients. They may indicate, for example, that cost effective training sites are needed to prepare clients in work readiness and work skills. Your agency may need to identify employers who will provide permanent training sites even though their firms may be unable to hire many clients. Your agency may need job forecast information, staff training opportunities or union mediation assistance. More importantly, your agency may need sponsors--employers who are willing to give recommendations and referrals to other community employers about the value of services provided by your agency."

Useful Sources of Information

Participant's workbook page 13

"Formal sources provide information about national employment trends and about local employment situations. Page 14 in your workbook lists some useful sources of formal information."

Participant's workbook page 14-15

"A constant alertness to the surrounding network of informal communication will enable you to integrate bits and pieces of isolated data. Page 15 in your workbook lists some useful sources of informal information. Remember that information from informal sources needs to be cross checked to verify accuracy.

Everyone around you knows something about employment in the community and many people share their knowledge in casual conversational exchanges. Accessing information from these casual exchanges depends on your attending to them. Remain alert to the communication going on all around you. This will enable you to identify small leads which can then be pursued as a part of everyday conversation. The pursuit strategy for small, informal leads requires skills in observation and communication. Let's look at some examples of the pursuit strategy in action."

Video Modeling Tape: Prospecting for Small Leads

1. Play "Prospecting for Small Leads" videotape.

2. Encourage trainees to discuss their reactions.

Training Exercise: Skills Practice Role Play

1. Introduction:

   "Skill in prospecting comes through practice, particularly practice in being alert to and following up on small leads whenever and wherever they present themselves. Our next activity involves a role play where you will have an opportunity to use the pursuit strategy to prospect for small leads."

2. Divide trainees into groups of three

3. Distribute one situation card to each group

4. Rehearse using situation cards

5. Role play before entire, reassembled group

6. Provide reinforcement and feedback. Encourage group members to do likewise.

7. Videotape volunteers

8. Play back video

9. Discuss various applications of the pursuit strategy

10. Repeat

Methods of Organizing Information

Participant's workbook page 16

"Prospecting activities identify huge amounts of information. This information must be organized so it can be used to develop new accounts and to constantly improve established relationships with employers. You need to organize the collected information to keep track of what data is relevant, what information has been collected, what still needs to be collected and what information needs to be updated. The Prospect Organizer is a form which permits you to keep track of what has been identified, what remains to be identified, what needs to be updated, and what data is relevant to accounts development. The Prospect Organizer makes it possible to keep your agency files updated so continuity is ensured should you leave your current position. It also provides you with a record keeping system that is kept in an easily transportable ring binder that can be used to record notes at convenient intervals throughout the day."

Participant's workbook pages 17-20

Discuss the process of adding information from a variety of sources to a Prospect Organizer over a period of time. Emphasize the role of the Prospect Organizer as a guide to the gathering of information.

Training Exercise: Simulation Activity
Participant's workbook pages 21-22

1. Introduction:

   "Now that you know the basics, let's apply what you have learned in a simulation activity. Some formal and informal sources have been assembled for you to practice prospecting a community for potential accounts."

2. Divide trainees into small groups (4-6 members) with table space to use simulation materials.

3. Distribute materials

   A. Formal Source materials
   B. Four copies per trainee of the Prospect Organizer Form
   C. One copy per trainee of the Fictitious Informal Information

4. Review directions for this exercise on page 21 in the Participant's Workbook.

5. Circulate among trainees giving positive reinforcement and feedback.

6. Encourage trainees who have identified four prospects to assist others.

7. Have trainees complete the Self-Evaluation Checklist on page 22 in the Participant's Workbook.

8. Concluding Statement:

   "You have seen that prospecting identifies and collects the information necessary for accounts development. Prospecting is a systematic activity that moves from no information to easily accessible formal information to less and less accessible informal information. As you use prospecting in your home community you will develop a network of reliable sources, both formal and informal. This network will facili-

tate your prospecting activities and ensure that the information you receive is accurate enough to base account development activities on."

Self Evaluation Checklist for Prospecting Activities

	Yes	No	Needs Improvement
1. Did you focus your prospecting on account development, not job development	—	—	—
2. Did you begin with formal sources to orient you to the employment situation?	—	—	—
3. Did you pursue small informal leads with casual questioning?	—	—	—
4. Did you prospect for information that would reveal which employers are facilitative and which are exploitative?	—	—	—
5. Did you prospect for information that would reveal which employers have worked cooperatively with agencies, persons with disabilities, and minority groups?	—	—	—
6. Did you code unverified information with a cross check "CC" symbol?	—	—	—
7. Did you identify sources where unverified information might be cross checked?	—	—	—
8. Did you continually seek to improve the accuracy of information on your forms?	—	—	—
9. Did you use a Prospect Organizer Form to guide your collection of data?	—	—	—
10. Did you record and update your findings on a Prospect Organizer Form?	—	—	—
11. Have you divided your ring binder into employment sectors so unprospected areas might be tracked?	—	—	—
12. Is your recording free of gossip?	—	—	—

Chapter Three

Targeting Potential Employers for Account Development

CHAPTER THREE: TRAINER'S GUIDE

Concepts Introduced

1. The contribution of targeting activities to the benefit-exchange process
2. Research support for targeting activities
3. Goals for training
4. Appraising benefits and needs
5. Matching benefits and needs
6. Methods of organizing information

Activities

1. An agency benefit-needs appraisal exercise
2. An employer benefit-needs appraisal exercise
3. A benefit-needs matching exercise
4. A targeting simulation exercise
5. A self-evaluation exercise using a checklist

Training Materials

1. Participant's Workbook pages 23-41
2. Simulation Activity Materials - Appendix B
   - A. Agency Benefits Appraisal Guide - 1 per trainee
   - B. Agency Needs Appraisal Guide - 1 per trainee
   - C. Employer Needs Appraisal Guide - 4 per trainee
   - D. Employer Benefits Appraisal Guide - 4 per trainee
   - E. Target Account Pre-Planner Form - 2 per trainee

Equipment Needed

1. Overhead projector for transparencies.

TARGETING POTENTIAL EMPLOYERS FOR ACCOUNT DEVELOPMENT

Introduction

"Prospecting activities can identify a number of firms with possible employment opportunities for workers with disabilities. Because it takes from five to nine contacts to develop an account, you will have neither the time nor the energy to approach every employer. Your resources will need to be directed where there is the greatest chance of establishing a long term relationship through which a number of job applicants can initiate, maintain, and advance in their careers. Selecting the best prospects has long been a problem for marketing specialists. Studies show that 64 out of every 100 contacts are made to company representatives who have neither the need nor the authority to make a commitment to an account (Tobin, 1984)."

Research Support for Targeting Activities

"In an effort to channel your resources toward those employers where the benefit exchange is most likely to happen, RehabMark has developed a systematic approach to targeting. This approach is based on studies that have demonstrated the importance of targeting and identified critical steps in the process. It has been found that no activity contributes more to success than regular analysis and reappraisal of benefits and needs (Lidstone, 1974). Studies also show that success occurs when the specific benefits, advantages or features you have to offer are related to an employer's explicit needs (Lidstone, 1974; Rackham & Morgan, 1977; Argyle, 1981). This has been found to be substantially more effective than a general description of available services. The evidence indicates that success depends on your ability to clarify how benefits are related to a specific employer's needs."

Goals for Training

Participant's workbook page 23

"Targeting activities are designed to help you identify the 20% of the employers who will hire 80% of your clients. Targeting separates the 80/20 companies from the rest of the firms identified during prospecting (Tobin, 1984). These are the organizations that will provide the greatest number of jobs for your clients. These are the employers with whom your efforts will realize the greatest rewards."

Participant's workbook page 24

"Targeting is accomplished by reviewing the information you collected during prospecting to determine two factors:

1. if a match appears possible between an employer's needs and your agency's needs;

2. how much effort will be required to bring about a successful benefit exchange."

Appraising Benefits and Needs

Participant's workbook page 25

"The first step in determining the possibility of a match is to appraise the needs of each party and the benefits each has to offer. The benefit-needs appraisal is a systematic process that enables you to organize and evaluate all the information you collected during prospecting activities. Appraisal guides have been designed to help you assess agency benefits, agency needs, employer benefits, and employer needs."

Appraising Your Agency

Participant's workbook page 26-27

"You begin on familiar ground, with an appraisal of your own agency. This activity helps you to recognize the varied benefits your agency has to offer an employer. Too often we are so focused on placement that job candidate referral is the service we promote. Other services, such as those listed on workbook page 26, may be very motivating to employers and help get your foot in the door.

The Appraisal Guide on page 27 will help you go about this in a systematic manner. First, you would list all the services your agency has to offer employers. Second, you divide the list of services into three groups, 1) those provided regularly for most clients, 2) those provided for the occasional hard-to-place client, and 3) those used only as a last resort for clients who would be unable to obtain employment without them.

Third, you determine which services your agency currently has available in-house and which could be provided by other community service organizations. Realistic time frames for service provision must be considered, particularly when you are coordinating interagency services.

These three activities give you a handle on what you have to offer, what you can coordinate through other service organizations, and how long it will take to provide each service. Once completed, this form can be used indefinitely. When services change within your own agency or in one of the organizations you are cooperating with, simply add or delete."

Participant's workbook pages 28-29

"The next step is to carefully identify all the needs your agency may have. Again, our focus on placement often may have obscured needs beyond entry level job openings such as those listed on page 28 of your workbook. Using the Appraisal Guide on page 29 you would begin by listing your agency's needs. Next, you need to determine the frequency of need for each item. When changes in need or frequency of need occur, you can enter them on the form. Post both the benefit and the need form to help direct your activities and alert others in your agency to resources as well as gaps in services."

Appraising the Employer

Participant's workbook pages 30-31

"Now you are ready to appraise the employers you have obtained information on while prospecting. The first step is to identify specific needs for each firm. Page 30 in your workbook will help you to look at the need for job applicants in detail. It will also help you recognize other needs that may motivate employers to use your services. The Appraisal Guide on page 31 will help you go about identifying employer needs in a systematic manner. First, you would review all the information you had collected on an employer during prospecting. Next, you would list these needs on the form. Third, you would prioritize by indicating if each was a regular, occasional, or rare need. If you are unable to get a handle on the employer's specific needs, you may want to do additional prospecting before including the employer in further targeting activities."

Participant's workbook pages 32-33

"Once you know the specific needs of the employer, you are ready to identify benefits they have to offer. Page 32 in your workbook will help you recognize the varied benefits an employer has to offer beyond entry level job openings. The Appraisal Guide on page 33 provides a format for listing and prioritizing information you collected on an employer during prospecting. During this activity it is important to keep in mind certain characteristics of 80/20 employers that are directly related to their ability to offer benefits.

For example, large employers with over 100 workers are frequently able to offer better benefits. Large firms have well developed fringe benefits that can include medical, dental, and group insurance, sick leave, paid vacation, personal leave, workers' compensation, and investment opportunities. Large orga-

nizations also have well developed hierarchies with well defined salary increments which facilitate advancement. Personnel departments provide various types of staff training and develop policies, such as affirmative action, that address discrimination in all areas of employment. Larger firms are often specialized and do not require an employee to be highly versatile. Large national concerns frequently have standard policies that mandate the hiring of minority and disability group members among their subsidiaries. Many have specialized staff such as EEO officers, nurses, and/or employee relations managers who administer the paperwork required to access benefits.

Keep in mind during the appraisal that while large employers have much to offer in a long term relationship, they expect quality services provided in a timely manner. You will need to carefully appraise the services your agency has available to ensure that sufficient benefits can be brought to the exchange. If your agency is currently unable to provide a benefit that you know a large firm will need and expect, arrange for the service to be provided by another human service agency. Efficient coordination of services will be well received by employers.

One of the benefits an employer has to offer is receptivity toward persons with disabilities. Studies show that younger and/or better educated personnel managers tend to be more receptive than older or less well educated managers (Phelps, 1965). A positive relationship has been found between the number of years of education and knowledge about disability (Cohen, 1963). Employers who have had experience with workers who were disabled may be more receptive because they have first hand experience about productivity and work behavior. They do not need to rely on stereotypes, and can more accurately appraise the work potential of applicants with disabilities (Schrodel & Jacobsen, 1978).

During your appraisal you will also want to investigate the benefits available in different employment sectors. Historically, manufacturers have hired more applicants with disabilities. As manufacturing in this country declines, other sectors are emerging. You will need to appraise the sectors in your region to determine which are emerging and which may be declining. Consider carefully those firms with a history of hiring workers with disabilities who are not currently hiring, or who have even laid off employees. Determine if these firms are caught in a temporary economic downswing or if they are permanently declining. If they appear to be survivors, this may be an excellent time to initiate an employer account. Your agency can offer benefits now which can be reciprocated by the employer when business improves."

Matching Benefits and Needs

Participant's workbook pages 34-35

"Once you have appraised what each party has to bring to the benefit exchange, you are ready to see if an exchange looks possible. Review your appraisal forms to see if a match can be made between the benefits the agency has to offer and the needs of an employer, as well as between the benefits an employer has to offer and the needs of your agency.

To accomplish this benefit-needs match clear your desk and lay out your appraisal forms in the manner shown on workbook page 35. This arrangement will enable you to quickly see possible benefit exchange opportunities. Compare the needs and benefits of each employer to your agency's needs and benefits. Look for employers with needs that your agency can address with services. Look for employers with benefits that match your agency's needs.

This is where your skill as a broker is really put to the test. You are in a position to determine which of your agency's services will be the most attractive to a specific employer. Your goal is to create a cost effective benefit exchange by selecting services your agency routinely provides that will meet specific needs of the employer. Costly benefits should be held in reserve and used only when less expensive services will not meet the employer's needs."

Methods of Organizing Information

Participant's workbook page 36

"Employers who appear to be likely candidates for a benefit exchange with your agency can now be targeted for account development. The Target Account Pre-Planner Form will help you prepare to approach an employer about developing an account."

Participant's workbook pages 37-38

Review the Target Account Pre-Planner Form and discuss guidelines.

Training Exercise: Simulation Activity

1. Introduction:

   "You will have an opportunity to apply what you have learned in a targeting simulation activity. You will be appraising the four employers you identified during the prospect simulation. Two of these employers will be targeted as potential account members. To prepare for account development activities you will complete the Target Account Pre-Planner for your two targeted

employers. Use care in your selection for these targeted employers will be used in the upcoming preapproach activity."

2. Direct trainees to use their 4 completed Prospect Organizer Forms from the previous prospecting simulation activity.

3. Distribute materials:

   A. 1 Agency Benefits Appraisal Guide
   B. 1 Agency Needs Appraisal Guide
   C. 4 Employer Needs Appraisal Guides
   D. 4 Employer Benefits Appraisal Guides
   E. 2 Target Account Pre-Planner Forms

Participant's workbook page 39

4. Review directions for this exercise on page 39 in the participant's workbook.

5. Circulate among trainees providing positive reinforcement and feedback.

Participant's workbook pages 40-41

6. Have trainees complete the Self-Evaluation Checklist on pages 40-41 in the Participant's Workbook.

7. Concluding statement:

   "Careful appraisal and selection of targeted employers conserves time and energy in the accounts development process. Targeting makes it possible to direct efforts at those 80/20 employers who will hire, maintain, and advance the most clients in the most facilitative environments. Targeting focuses account development activities instead of diffusing energy and time where it will not be as productive. Offering specific benefits that have been targeted to meet specific employer needs increases the effectiveness of the account.

   Concentrate carefully on targeting those employers with whom a benefit exchange match appears possible without an excessive drain on agency resources. Separate out the 80/20 employers as your prime targets, and offer those benefits which your appraisal has determined can meet specific needs of individual employers."

Self Evaluation Checklist for Targeting

	Yes	No	Needs Improvement
1. Did I prepare a complete appraisal of my agency's needs?	—	—	—
2. Did I prepare a complete appraisal of the benefits my agency has to offer an employer?	—	—	—
3. Did I determine time frames for service provision?	—	—	—
4. Did I consider services that could be coordinated through other human service agencies?	—	—	—
5. Did I determine the frequency of available services--regular, occasional, and rare?	—	—	—
6. Did I prepare a complete appraisal of each employer's needs?	—	—	—
7. Did I determine the frequency of need--regular, occasionally, rarely?	—	—	—
8. Did I prepare a complete appraisal of the benefits each employer has to offer?	—	—	—
9. Did I compare benefits and needs to find matches?	—	—	—
10. Did I set aside companies with insufficient information for future prospecting?	—	—	—
11. Did I complete Target Account Pre-Planner Forms?	—	—	—
12. Are specific benefits selected to match individual employer needs?	—	—	—
13. Are these benefits routinely provided by my agency?	—	—	—
14. Are costly benefits held in reserve for hard-to-place clients?	—	—	—
15. Are anticipated impediments listed?	—	—	—

16. Have I entered possible alternatives to impediments? ___ ___ ___

17. Did I determine a primary interview objective? ___ ___ ___

18. Have I identified relevant opening remarks for each employer? ___ ___ ___

19. Are questions designed to add information to gaps in your prospecting information? ___ ___ ___

20. Have I prepared responses to anticipated objections? ___ ___ ___

21. Have I prepared closing remarks that will lead to a scheduled second meeting? ___ ___ ___

Chapter Four

Preapproach Activities With Potential Account Members

CHAPTER FOUR: TRAINER'S GUIDE

Concepts Introduced

1. The contribution of preapproach activities to the benefit-exchange process
2. Research support for preapproach activities
3. Goals for training
4. Strategies for preapproach activities
   - A. Preparation
   - B. Positivism
   - C. Poise
   - D. Appearance
   - E. Expertise

Activities

1. Introductory letter writing exercise
2. Telephone call script writing exercise
3. Telephone call role play exercise
4. Self evaluation exercise using a checklist

Training Materials

1. Participant's workbook pages 42-54
2. Video modeling tape
   - A. "Telephone Techniques for Formal Calls"
   - B. "Telephone Techniques for Informal Calls"

Equipment Needed

1. VCR
2. TV monitor
3. Audio tape recorders
4. Audiotape cassettes (reusable)
5. Overhead projector for transparencies

PREAPPROACH ACTIVITIES WITH POTENTIAL ACCOUNT MEMBERS

Introduction

"Preapproach activities are designed to initiate contact with potential accounts to introduce features of the benefit exchange. In addition, preapproach activities are used throughout a relationship with an employer to introduce new agency services, as they become available."

Research Support for Preapproach Activities

"Studies show that formal preapproach activities are important in establishing your acceptability to the employer (Evans, 1964; Argyle, 1981; Galloway, 1982). There is evidence that when marketing specialists do not observe formal rules and conventions, employers develop unfavorable perceptions of them (Argyle, 1981; Woodside & Davenport, 1974; Busch & Wilson, 1976; Evans, 1964; Tosi, 1966). Therefore, preapproach activities like other human relationships are initially somewhat formal and characterized by culturally determined guidelines for what is acceptable. As intimacy develops activities become less formal and more familiar."

Goals for Training

Participant's workbook page 42

"The primary objective of preapproach activities is to establish a setting or create an opening in which an accounts relationship, or a new feature of the relationship, can grow. This objective is achieved using letters of introduction followed by a telephone call to set up an appointment where a more detailed presentation can be made.

Success depends on conveying your acceptability to the employer before you meet face-to-face. This involves creating an image of competence in the employer's mind by designing letters and telephone scripts to identify three important points.

1. Who you and your agency are,
2. what you have to offer an employer,
3. how oriented you are to the employer's needs."

Research Support for Preapproach Strategy

Participant's workbook page 43

"These objectives can be achieved using impression management techniques such as preparation, positivism, poise, appearance and expertise. There is clear evidence that prepara-

tion is directly related to effectiveness in account development (Poppleton & Allen, 1978; Kirchner & Dunnette, 1957; Yate, 1987). Successful marketing specialists take the time to plan ahead and organize their activities in advance (Argyle, 1981). Positive behaviors, such as showing and generating enthusiasm, are also related to effectiveness (Kirchner & Dunnette, 1978). Poise--an easy, self-possessed assurance of manner, has been found to promote effectiveness.

Studies show that successful marketing specialists devise their own individual ways of handling activities which are suited to their personal style. This permits them to feel at ease and able to act poised and self-assured (Rackham & Morgan, 1977). Successful marketing specialists do not adhere to any rigid standardized approach. They apply their own style in a consistent and planful manner according to general guidelines. There is no evidence that rigid, standardized or memorized approaches are effective (Argyle, 1981; Rackham and Morgan, 1977). Therefore, preparation, positivism, and poise are general guidelines to apply to your own personal style.

Studies show that people like marketing specialists who are similar to themselves in appearance and background, or who are physically attractive (Argyle, 1981; Mayfield, 1972; Vernon, 1964). Since being liked and being effective are related, marketing specialists have historically paid particular attention to the appearance of brochures, business cards, dress, and grooming, as well as their self presentation behaviors.

Studies show that success is also related to expertise in such things as giving accurate information or carrying out commitments (Kirchner & Dunnette, 1957). These findings indicate that during preapproach activities you need to demonstrate how your personal knowledge and skills can help employers meet their needs. Your expertise can be conveyed first in a well written letter of introduction, then enhanced by a well worded telephone call to schedule an appointment. These initial demonstrations of your expertise create a positive image and expectation on the part of an employer who has not yet met you face-to-face.

Studies show that successful marketing specialists are able to quickly and clearly explain what the aim of the accounts relationship is (Rackham & Morgan, 1977). They are able to identify specific benefits both in writing and in verbal presentation. Therefore, it is important to briefly introduce and emphasize the benefit exchange nature of the account you are proposing in the letter of introduction and telephone call so the employer will have accurate, positive expectations for the face-to-face interview."

Impression Management Techniques for Letters of Introduction

"Letters of introduction are sent throughout an accounts relationship. Of course the first letter is the most vital because it creates the impression that opens the door. The first

letters should be formal and correspond to conventional business letter format. Later on, as your agency adds new services such as a rehabilitation engineer, an accessibility consultant or new types of skill training for clients, letters become less formal. These letters help create enthusiasm for a new service by describing benefit features. The letter doesn't describe the new service in detail. It piques interest and requests an appointment where a more detailed presentation can be given. Successful marketing specialists save the detailed presentation for a face-to-face encounter where they can use all their impression management skills."

Participant's workbook page 44

"Let's see how we can use positivism, poise, and other impression management strategies in these two types of introductory letters. Guidelines for letters of introduction are listed on page 44 of your workbook."

Review and discuss each of the guidelines.

Participant's workbook pages 45-47

"Using the guidelines let's take a look at the sample letters of introduction on pages 45-47 of your workbook. Remember that each letter is designed to create an opening and convey an image of your competence using visual cues."

Discuss letters in relation to the guidelines and emphasize the importance of incorporating personal style.

Training Exercise: Introductory Letter Writing
Participant's workbook pages 48-49

1. Introduction:

   "Now you are ready to compose letters of your own. Please take out your three Pre-Planners from the targeting simulation activity. Select one employer to write an initial letter of introduction to, and one to write a letter announcing a new agency service. Refer to the guidelines and to the sample letters but use your own personal style. Try to convey an image of competence. Try to create an opening for a face-to-face meeting in which features can be described in more detail. You will have twenty minutes for this independent activity. At the end of that time we will share our creations, discussing what we did well and what needs improvement."

2. Circulate among trainees offering positive reinforcement and concrete suggestions such as positive descriptors.

3. Following letter preparation have participants complete the self-evaluation checklist on pages 48-49 in their workbooks.

4. Encourage trainees to share their creations with the group, going Round Robin or taking volunteers as time and the makeup of the group permit.

5. Offer positive reinforcement and emphasize effective aspects of each letter.

6. When correcting, emphasize the need for improvement and offer concrete, specific suggestions.

7. Encourage group members to do likewise.

8. Conclude activity by encouraging trainees to use this procedure in future placement activities.

Impression Management Techniques for Telephone Calls

"Telephone calls to employers are made throughout an Accounts relationship. Once the employer's interest has been piqued with the first introductory letter it is time to schedule a face-to-face meeting to present benefits in detail.

The telephone call has a single purpose--to schedule an appointment. A long-term relationship cannot be established or maintained over the phone. It is important to meet face-to-face with the employer where all your impression management techniques can be utilized. The phone call is used to secure the face-to-face opportunity."

Participant's workbook page 50-52

"Of course, the first phone call is most important because the employer is building a mental image of you based on your voice. Therefore, the first call should be somewhat formal and correspond to conventional business telephone procedures. Succeeding telephone calls are also important because they arrange repeated face-to-face contacts. Telephone calls become increasingly familiar and less formal. Let's take a look at pages 50-51 in your workbook to see how Impression Management strategies can be applied to these two types of telephone calls. Take a minute to look over the sample telephone scripts on page 52 in your workbook."

Video Modeling Tapes: Formal Telephone Call and Informal Telephone Call

1. Introduction:

"The videotapes we are about to watch will clearly demonstrate how to use these scripts and how to follow the guidelines for telephone calls. Watch now to see how impression management strategy can be put into action."

2. Play "Formal Telephone Call" videotape.

3. Encourage trainees to share their reactions in a brief discussion.

4. Repeat procedure using "Familiar Telephone Call" videotape.

Training Exercise: Telephone Call Script Writing Participant's workbook pages 53-54

1. Introduction:

   "Now that you have witnessed some examples of effective telephone calls you need to incorporate aspects of them into your own style. A practice activity in preparing scripts for telephone calls will help you to do this. Please take out the two introductory letters you wrote. Refer to the guidelines and to the sample telephone scripts but use your own personal style. Try to convey an image of competence. Try to create an opening for a face-to-face meeting in which benefits can be described in detail.

   Review your Target Account Pre-Planner Forms to get ideas for the script. You will have 20 minutes to write one script for a formal call and one script for an informal call. At the end of that time, we will share our creations, discussing what we did and what needs improvement."

2. Circulate among trainees offering positive reinforcement and concrete suggestions such as positive descriptors.

3. Following script preparation have each member complete the self-evaluation checklist on pages 53-54 in participant's workbook.

4. Encourage trainees to share their creations with the group going round robin, or taking volunteers as time and the makeup of the group permit.

5. Offer positive reinforcement and emphasize effective aspects of each script.

6. When correcting, emphasize the need for improvement and offer concrete, specific sugestions.

7. Encourage group members to do likewise.

Training Exercise: Telephone Call Role Play

1. Introduction:

   "Now we are going to use the scripts we have prepared in a role play exercise. This will give you an opportunity to use your voice to convey positivism and poise. While you are rehearsing with a partner, work on controlling the tone of your voice as well as volume and speed. Try to create an image of competence. Remember you want the employer to expect you will be well worth his or her time in the face-to-face meeting you are trying to schedule."

2. Divide trainees into groups of two.

3. Rehearse using scripts.

4. Role play before the group.

5. Provide reinforcement and feedback. Encourage group members to do likewise.

6. Audiotape volunteers.

7. Play back the audiotape.

8. Discuss various applications of impression management techniques.

9. Switch partners and repeat the activity.

10. Concluding statement:

    "Effectiveness in preapproach activities is an acquired skill. In this case practice does make perfect. The more you use letters of introduction and telephone calls the more effective you will become. You have the guidelines. You know how to perform the activities. All it takes now is practice during daily usage to increasingly incorporate these activities into your personal style. Remember, you can place your confidence in the RehabMark Preapproach strategy, for research shows that these techniques promote the acceptability and effectiveness of account developers. We encourage you to go out there and use these activities to improve your effectiveness as a placement specialist."

SELF-EVALUATION CHECKLIST FOR INTRODUCTORY LETTERS

	Yes	No	Needs Improvement
Preparation			
1. Did I prepare a general outline or sample letter to use as a guide?	___	___	___
2. Did I prepare individualized letters using Target Account Pre-Planner Forms?	___	___	___
3. Did I identify the appropriate contact person and address the letter to that person?	___	___	___
4. Did I gauge the mailing of the letter so it would be received 2-3 days before the phone call?	___	___	___
Positivism			
1. Have I eliminated the use of jargon?	___	___	___
2. Have I used business terminology?	___	___	___
3. Have I used a number of positive descriptors?	___	___	___
Poise			
1. Did I use a business style in formatting the letter?	___	___	___
2. Did I incorporate my personal style appropriately?	___	___	___
Appearance			
1. Did I use quality paper or agency letterhead?	___	___	___
2. Is the letter contained on one page?	___	___	___
3. Is it confined to 3 or 4 paragraphs?	___	___	___
4. Are the paragraphs short?	___	___	___
5. Have I included attractive enclosures?	___	___	___
Expertise			
1. Have I highlighted those services that might meet the individual employer's needs?	___	___	___

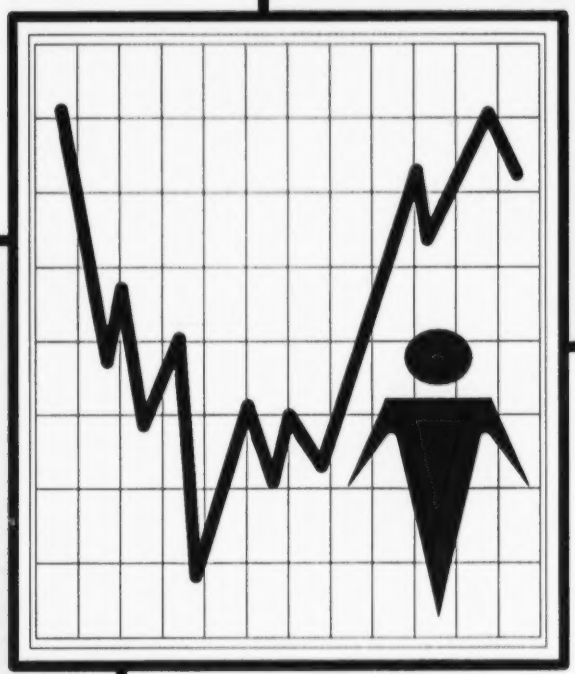
2.	When presenting services, have I identified relevant agency credentials?	—	—	—
3.	Have I identified advantageous features of the services that might appeal to the individual employer?	—	—	—
4.	Have I defined an account as a way to efficiently meet employer needs?	—	—	—
5.	Have I presented only enough information to elicit interest in a more detailed explanation?	—	—	—
6.	Did I specify the time/date telephone calls will be made to schedule an interview?	—	—	—

SELF EVALUATION CHECKLIST FOR TELEPHONE CALLS

	Yes	No	Needs Improvement
Preparation			
1. Did I prepare a general outline or sample script?	—	—	—
2. Did I use the Target Account Pre-Planner to individualize each call?	—	—	—
3. Did I rehearse the call adequately?	—	—	—
4. Did I arrange not to be interrupted?	—	—	—
5. Did I set up my materials?	—	—	—
a. list of employers names and numbers	—	—	—
b. list of secretaries' names	—	—	—
c. appointment calendar and pen	—	—	—
6. Did I call after 9:00 a.m., before 4:00 p.m., and not during the noon hour?	—	—	—
7. Did I avoid calling on Monday and Friday?	—	—	—
8. Did I take notes and add them to the account file?	—	—	—
Positivism			
1. Did I begin in a period of calm?	—	—	—
2. Did I try to form a positive mental image of the employer?	—	—	—
3. Did I express eagerness to meet face-to-face?	—	—	—
4. Did I express thanks?	—	—	—
Poise			
1. Did I state that the call would take only a few minutes?	—	—	—
2. Did I stop when interest was indicated and schedule a date?	—	—	—
3. Did I ackowledge that the employer is busy?	—	—	—

4.	Did I find out the secretary's name and use it in greeting him or her?	___	___	___
5.	Did I resist pressure to make a presentation over the phone?	___	___	___
	Appearance			
1.	Did I speak slowly, clearly, warmly and purposefully?	___	___	___
2.	Did I alternate tone and volume to accentuate points of interest?	___	___	___
3.	Did I let the employer hang up first?	___	___	___
	Expertise			
1.	Did I identify myself and my position?	___	___	___
2.	Did I mention the name of my agency and the territory it serves?	___	___	___
3.	Was it clear that my agency serves employers?	___	___	___
4.	Were services identified in a general way, saving details for the face-to-face meeting?	___	___	___
5.	Were benefits highlighted and advantages referred to?	___	___	___
6.	Were details about advantages saved for the meeting?	___	___	___
7.	Were two appointment dates and times suggested?	___	___	___
8.	Was it clear that advantageous features would be presented in detail at the meeting?	___	___	___

Chapter Five



Developing the Confidence of Potential Account Members

CHAPTER FIVE: TRAINER'S GUIDE

Concepts Introduced

1. A model for developing employer confidence
2. Research support for confidence building activities
3. Strategies for developing employer confidence
   - A. Role congruence
   - B. References and referred leads
   - C. Categorization and synchronization skills

Activities

1. A role play exercise
2. A self evaluation exercise using a checklist

Training Materials

1. Participant's workbook pages 55-67
2. Video modeling tape
   - A. "Categorization/Synchronization Skills"
   - B. "Using References and Referred Leads"
3. Role play situation cards - Appendix C

Equipment Needed

1. VCR
2. TV monitor
3. Video camera
4. Overhead projector for transparencies

DEVELOPING EMPLOYER CONFIDENCE IN ACCOUNTS RELATIONSHIPS

Introduction

"When asked to consider a long term account relationship with a rehabilitation agency, employers may be concerned because the benefits your agency has to exchange are unfamiliar to them. Concern is often greatest during the establishment of the relationship when all the services you have to offer are unfamiliar. Concern, however, can reappear throughout the relationship whenever you introduce new services. Developing and maintaining accounts requires your skill as a broker prepared to address any concern employers may experience."

Research Support for Confidence Building Activities

"Studies show that the benefit exchange is more successful when marketing specialists take a systematic approach to developing and maintaining employer confidence (Poppleton & Allen, 1978; Kirchner & Dunnette, 1957; Argyle, 1981). There is evidence that a planful, organized approach is particularly important when the exchange involves benefits which are unfamiliar, newly developed, complex or technically involved (Cota, 1984). Based on these findings, RehabMark has designed strategies to help you develop employer confidence by systematically increasing familiarity with the benefits offered."

A Model for Developing Employer Confidence

Participant's workbook page 55

"The confidence that facilitates a benefit-exchange is derived from three interrelated sources 1) the practitioner who develops the account, 2) the agency, and 3) workers with disabilities.

Your efforts to develop employer confidence should begin with the source the employer is most familiar with and then be systematically transferred by you to the other two areas. For example, prospecting may reveal that a firm has had no contact with you or your agency, but has in its employ several successful workers with disabilities. As you establish the account you will need to extend the employer's familiarity and confidence in his/her disabled employees to your agency and yourself.

The objective is to create a circle of confidence with the employer's trust divided among three sources. This permits confidence in the account to be maintained should negative transactions occur with you, with your agency, or with disabled workers. The circle of confidence assures continuity of the relationship. For example, should you leave to accept a job elsewhere, the employer's confidence in disabled workers and in your agency will maintain the account while the employer adjusts to your replacement.

Let's take a closer look at each of these three sources to identify the factors that contribute to the employer's sense of confidence."

Employer Confidence in the Practitioner

"Trust in you begins with the first encounter - a letter of introduction or a phone call. As interaction continues, each succeeding contact enables the employer to become familiar with your reliability and expertise. Each encounter allows you to earn a little more of the employer's trust.

Once trust has been established the exchange of benefits is greatly facilitated. The employer learns that you are interested in solving problems that cost his/her company time and money. Confidence in you can then be easily transferred to your agency and the agency's clientele. Confidence alone is often enough to convince the employer to try new services or hard-to-place clients. Confidence eliminates the need for repeated, lengthy presentations with facts and figures. The employer may come to accept a service or job candidate on your recommendation alone."

Participant's workbook page 56

"Trust is earned gradually through a series of encounters where the marketing specialist conveys an image of competence. Let's turn to page 56 in your workbook and review some of the questions practitioners must ask themselves as they evaluate efforts to promote employer confidence."

Discuss each entry briefly. Encourage trainees to make their own additions to the list.

Employer Confidence in the Agency

"Employers want to do business with reliable agencies who have a commitment to quality service. They need to feel that the agency is permanent and will serve community employers for a long time to come. Employers are very aware of how a local agency responds when problems arise in one of the firms they serve. When the agency has a good reputation, employers will be more open-minded during consideration of new services or hard-to-place referrals. When confidence is high, employers will work more patiently with practitioners from your agency who are new or inexperienced. When problems arise, the employer who trusts the agency, will work more cooperatively toward a solution.

Acting as a broker, you are responsible for the development and maintenance of employer confidence in the agency. When the employer is unfamiliar with the agency, but knows and trusts you, systematic attempts should be made early in the relationship to extend trust from you to the agency itself. If the employer is already familiar with the agency, you can use that knowledge to

facilitate the establishment of a new account. You can then maintain confidence by arranging a series of satisfying benefit exchanges over the course of the long term relationship."

Participant's workbook page 57

"Let's turn to page 57 in your workbook and discuss some of the questions practitioners must answer as they evaluate efforts to promote employer confidence in the agency."

Discuss each entry briefly. Encourage trainees to make their own additions to the list.

Employer Confidence in Workers with Disabilities

"Employers need productive, flexible, reliable workers. Familiarity with disabled workers who exhibit these qualities creates confidence in their ability. During prospecting you need to find out if the firm employs successful workers with disabilities. If not, your confidence building activities may have to begin with one of the other two sources and be transferred later to workers with disabilities."

Participant's workbook page 58

"Let's turn to page 58 in your workbook and discuss some of the questions practitioners must answer as they evaluate efforts to promote employer confidence in disabled workers."

Discuss each entry briefly. Encourage trainees to make their own list.

Strategies for Developing Employer Confidence

"You will approach some employers who will reject you because they perceive you as unacceptable or incompetent (Evans, 1964). Such rejection creates anxiety that can result in avoidance or withdrawal from account development activities (Evans, 1964; Tosi, 1966). It is not surprising that marketing specialists commonly express a pronounced fear of such rejection (Argyle, 1981). Therefore, three strategies listed on page 59 of your workbook have been designed to help you minimize rejection by maximizing your acceptability."

Participant's workbook page 59

1. Role Congruence in Appearance and Vocabulary

"Acceptability is a function of what you do in relation to the employer's expectations about marketing specialists. Studies

have identified the importance of role congruence; the similarity between you and what the employer believes a marketing specialist should be. Role congruence is a powerful factor influencing employers to set up accounts (Riordan, Oliver, & Donnelly, 1977). Employers expect marketing specialists to be experts in their field, to be friendly and to show personal interest. They also expect the marketing specialist to be a person who is similar to themselves in appearance, outlook and personal situation or lifestyle (Evans, 1964; Tosi, 1966). Successful marketing specialists fulfill employer expectations in these areas."

"To quickly establish role congruence and constantly strengthen confidence, no factor is as important as your appearance. Studies show that your business costume can stimulate perceptions of credibility (Molloy, 1975, 1978). It has been found that people who look successful and well educated receive preferential treatment in their social and business encounters (Molloy, 1975, 1978). A well-chosen business costume can help reduce rejection and encourage the employer's confidence in you.

Research findings on effective business costumes can be found in the popular works of Molloy."

Write entries on board.

1. Dress for Success (for men)

2. The Women's Dress for Success Book

Write entries on board.

"There are many other books available. These are interesting but not based on research."

1. Cho, Emily. Looking Terrific. Ballantine Books, New York, NY.

2. Cho, Emily. Looking, Working, Living Terrific, 24 Hours a Day. G.P. Putnam's Sons, New York, NY.

3. Thompson, Jacqueline. Image Impact. A & W Publishers, Inc. New York, NY.

"Remember your objective in choosing a business costume is not to look like the employer but to look like what the employer expects a placement practitioner to look like. Choose a business costume that will reduce rejection by increasing role congruence between your appearance and what employers in your community typically expect marketing specialists to look like.

A second source of information on effective business costumes can be found by observing other local marketing specialists who supply services to local employers. What do the successful suppliers wear? Their costumes will give you valuable

clues as to what employers in your community will expect, and will enable you to achieve role congruence.

Remember that successful marketing specialists adapt techniques to suit their own personal style (Argyle, 1981). In selecting an effective business costume, incorporate elements of your own style. Avoid costumes that look like uniforms and do not convey a personal image of competence. Remember that your appearance reflects on your agency and the clients you represent and contributes to the development of a circle of confidence."

Participant's workbook page 60

"Your vocabulary is another aspect of appearance that can contribute to role congruence. Employers will expect you to communicate in a language they are familiar with. Your objective in developing a business vocabulary is not to sound like a technical expert in the employer's field but to minimize rejection created by the use of unfamiliar rehabilitation jargon. With care and persistence you can substitute general business terminology for rehabilitation jargon. As you read employment oriented materials during prospecting activities you will become acquainted with some of the business terms used in your local community. Your vocabulary will grow gradually as you interact with employers and reflect positively on your agency and your clientele."

Participant's workbook page 61

"The promotional media provided by your agency should be reviewed to determine its contribution to the development of a circle of confidence. The visual appearance of brochures, fliers, pamphlets and logos can do much to convey an image of credibility. Check the vocabulary used to describe services. Is diagnostic or clinical terminology used that may be unfamiliar to the employers? Do the labels suggest sickness or disease rather than functional limitations and accommodations? Remember that outside the field of rehabilitation, mental and emotional disabilities are often confused. Avoid using media that may contribute to rejection (Galloway, 1982). Use only those materials that describe functional limitations and promote thinking about potential solutions. Work with your agency to incorporate such terms into the reprinting of promotional media. Improving promotional media will do much to expand the circle of confidence."

2. <u>The Response Method: Categorization and Synchronization</u>

Participant's workbook page 62

"Studies show that the ability to form close personal relationships is related to effectiveness in accounts development (Mayfield, 1972; Argyle, 1981). Other studies have found that the ability to respond empathically contributes positively to accounts relationships (Poppleton & Lubbock, 1977; Poppleton, Riley, & Allen, 1978).

For many of us, our rehabilitation training and experience have refined our skills in building relationships and responding empathically to clients. We can use these same skills with employers. In fact, succesful marketing specialists try to facilitate interaction with employers in a manner that will increase both their comfort and their confidence, just as we do with clients. We are going to learn how they do this successfully despite the time constraints and profit motive of the business world. You will learn the impression management techniques that promote relationships with employers.

To streamline the relationship-responding process, marketing specialists use two different types of skills--categorization and synchronization (Gorman, 1973). Categorization is the ability to observe and quickly identify traits or characteristics in an individual that will affect interaction. Successful marketing specialists report they are especially alert to social class and dominant buying motive. They also try to quickly identify behavioral traits to determine if the employer is cautious, skeptical, methodical, impulsive, argumentative, etc. (Woodward, 1960; Mahler, 1983; Argyle, 1981). Rapid, accurate perception of these traits allows the specialist to adjust his/her interaction style so it coincides or synchronizes with the employers. For example, should an employer appear cautious, you would synchronize by progressing slowly step by step, using simple logic and reassurance for every point.

Categorization and synchronization require flexibility. Studies show the major difference between marketing specialists who are successful and those who are not is the ability to adjust well to different styles of interaction (Argyle, 1981, p. 64; Chapple & Donald, 1947). Those who are successful have also been found to be more accurate in their perception of others, and able to rapidly categorize traits that will affect interaction (Greenberg & Mayer, 1964; Woodward, 1960; Argyle, 1981; Yate, 1987).

As a rehabilitation practitioner representing disabled persons there are traits you should look for and respond to as you interact with employers. These are listed on page 62 of your workbook."

A. Attitudes about Disability

"Studies show that younger and/or better educated personnel managers tend to be more receptive than older or less well educated managers (Phelps, 1965). A positive relationship has also been found between the number of years of education and knowledge

about disability (Cohen, 1963). Employers who have had experience with disabled workers may be more receptive because they have first hand information about productivity and work behavior. They do not need to rely on stereotypes and so can more accurately appraise the work potential of applicants with disabilities (Schrodel & Jacobsen, 1978)."

B. Dominant Buying Motive

"You will also want to determine quickly whether the employer is motivated by humanitarian or profit concerns. Once you have made this determination it will be easy to synchronize by emphasizing benefits related to what marketing specialists call the "dominant buying motive".

When an employer appears to dislike change, the tried, true and dependable nature of services would be emphasized. With future oriented employers, the innovative aspects of services would be clarified. Should the employer's dominant buying motive appear to be humanitarian concern, you would present cost benefits but stress various humanitarian benefits in hiring disabled workers. Should profit appear to be the dominant buying motive, you would present humanitarian benefits but emphasize safety, productivity, attendance and other cost benefits in hiring disabled workers."

C. Behavioral Traits

Participant's workbook page 63

"You will also want to look for behavioral traits. Once you determine if the employer is cautious, skeptical, methodical, argumentative, you can adjust or synchronize your behavior to put the employer at ease. Some common behavioral traits are listed on page 63 in your workbook. Let's talk about how to recognize each of these and how to synchronize effectively.

Silent

An employer exhibiting this behavior may sit back and give you the entire responsibility for the interview. He/she may 1) look directly at you but not give many verbal or nonverbal reactions to what you are saying, 2) wait to be convinced, 3) let you carry the ball, or 4) not attempt to rescue you if an awkward silence occurs. A synchronized response would encourage dialogue by asking questions and personalizing the exchange.

Procrastinating

An employer exhibiting this behavior may approach the interview hesitantly. He/she may 1) refuse to commit to any action, 2) postpone all plans until an indefinite time in the future, or 3) enjoy conversing with you but won't actually agree to or

accept responsibility for anything. A synchronized response would list benefits the employer will lose if he/she doesn't decide to utilize a service. Be positive and self-assured, but avoid overpowering the employer.

Slow-Methodical

An employer exhibiting this behavior may give considerable attention to each aspect of your presentation. He/she may 1) ask for a lot of information about each topic, 2) require you to cover every aspect of employing workers with disabilities, 3) will not progress from a topic until it is thoroughly covered, 4) remain unconvinced until each aspect is thoroughly explored, or 5) will not respond to efforts to move at a faster pace. A synchronized response would be deliberate and purposeful. Systematically build your presentation step by step.

Talkative-Enthusiastic

An employer exhibiting this behavior may not allow you to control the interview. He/she may 1) interject irrelevant topics into the conversation, 2) ask questions or suggest activities that are premature, 3) refer back to topics already covered, or plans too far in the future, 4) move irratically over the issue of employment of workers with disabilties causing you to lose track of your presentation, or 5) display high enthusiasm verbally and nonverbally. A synchronized response would restrict the focus of the exchange. Be brief and direct. Repeatedly bring the exchange back to your objective.

Argumentative

An employer exhibiting this behavior doesn't allow any topic to be covered quickly. He/she may 1) probe each aspect, thoroughly asking you very pointed questions, 2) take issue with information that is not profit oriented, or 3) insist that you offer benefits beyond humanitarian contributions that will be appropriate for the world of work. A synchronized response would use sincerity and respect to involve the employer in contact. Calmly persist when he/she trys to test your patience or involve you in wrangling.

Opinionated

An employer exhibiting this behavior expresses very strong opinions about the ability of workers with disabilities to be productive, flexible, safe, etc. He/she may 1) be ready and eager to argue to defend his/her opinions should the opportunity present itself, 2) express confidence that the company is already doing all it can, or 3) be sensitive to any indications of insincerity, lack of respect for employers, or disregard for profit-productivity. A synchronized response would be to listen attentively. Avoid arguing. Compliment the employer on any achievements the company has made.

Skeptical-Suspicious

An employer exhibiting this behavior critically evaluates your presentation looking for assurances that services will be efficient and useful for his/her company. He/she may 1) question you to identify how referrals will be pre-screened and qualified for job openings, 2) ask for documented evidence of the productivity of workers with disabilities, 3) ask for national statistics but be particularly interested in the productivity of disabled workers within your local community, 4) ask for references from other local employers to verify the quality of your agency's services, or 5) watch closely for signs that you are hesitant to address the practical demands of jobs in his/her firm. A synchronized response would use established facts, both local and published. Make conservative statements. Acknowledge the employer's expertise and knowledge.

Overcautious-Timid

An employer exhibiting this behavior has serious problems in achieving an acceptable profit margin in today's business world. He or she may 1) listen carefully to your presentation for solid evidence that employment of disabled workers is guaranteed to improve production, 2) ask for evidence of the productivity of disabled workers within the local community, 3) want to know if other local employers have found your agency's services to be effective, or 4) make you very aware that costly mistakes mean economic disaster for the company; every penny, every company resource must be carefully managed; no chances can be taken and every move must be carefuly evaluated to insure against loss. A synchronized response would progress slowly. Use simple logic and reassurance for every point. Build a step by step cumulative presentation with local and published statistics.

Impulsive-Changeable

An employer exhibiting this behavior may initially react to you in a positive manner. As the interview progresses, however, he/she may alternate between exaggerated positive and negative expressions with problems perceived as overwhelming obstacles and benefits viewed as huge rewards. He/she may react strongly or over-react to each detail of information you present. A synchronized response would be to work quickly. Cover only the important points. Save details for appropriate opportunities in future exchanges.

Irritable-Impatient

An employer exhibiting this behavior may appear overburdened by pressing practicalities of work in his/her firm. He/she may 1) react negatively because they feel you are adding to their burden or 2) try to explain problems the company is experiencing. If you do not listen or indicate interest in their concerns he/she may indicate impatience. A synchronized response would be to ask questions to identify underlying problems. Listen atten-

tively. Encourage the employer to explain concerns or objections. Present a variety of options and encourage the employer to select those benefits for his/her company."

Video Modeling Tape: Categorization/Synchronization Skills

1. Introduction:

   "The videotape we are about to watch will demonstrate the different styles of interaction."

2. Play "Categorization/Synchronization" videotape.

3. Encourage trainees to share their reactions in a brief discusion.

Training Exercise: Role Play Activity

1. Introduction:

   "Now it is time to apply what you have learned about responding empathically to create employer confidence. In this practice activity, you will have a chance to use what you have learned about observing and quickly identifying traits or characteristics that will affect interaction. This is an opportunity to practice adjusting your interaction style so it synchronizes with the employer and puts him/her at ease."

2. Divide trainees into groups of two.

3. Distribute one situation card to each group.

4. Rehearse using situation cards.

5. Role play before the entire, reassembled group.

6. Provide reinforcement and feedback. Encourage group members to do likewise.

7. Videotape volunteers.

8. Play back video.

9. Discuss various applications of categorization/synchronization techniques.

10. Switch partners and repeat.

11. Conclude activity by encouraging trainees to use those skills in future placement activities. Discuss items on the

Self-Evaluation Checklist on pages 66-67 of the workbook as a review of the concepts introduced in this chapter.

3. The Referral Method: References and Referred Leads

"One very effective way to expand your account system throughout the local employment community is to use referrals, references and referred leads from employers you have established accounts with. Giving a referred lead does not involve the employer beyond pointing you in the direction of a likely prospect. Giving a reference, however, involves a letter, telephone call, or statement about the satisfactoriness of interaction with you.

Employers expect suppliers to have a reputation based on services they have provided. Employers want to hear about the satisfaction of others. Your acceptability, therefore, is enhanced by a referral from someone who is the employer's colleague, friend, acquaintance, fellow club member, neighbor or other associate."

Participant's workbook page 64

"When you use a referred lead or a reference, the circle of confidence begins with someone the employer is familiar with. It is then up to you to systematically transfer their initial positive regard to yourself, your agency and your agency's clients."

Participant's workbook page 65

"The use of references and referred leads is a proven effective method for facilitating account development (Argyle, 1981; Poppleton, 1975). Studies show that the success of the referral method depends on five factors. These are listed on page 65 of your workbook (Poppleton, 1975)."

1. The Source of the Referral

"The status and reputation of the person giving the reference or lead is important. Generally speaking, employers will be impressed, first by referrals from people they know personally, and second, by referrals from people whose status or reputation is more positive or powerful than their own.

Your main goal, therefore, is to ask for referrals to likely prospects the employer knows personally. A secondary goal is to ask for referrals from employers whose reference or referral leads will be influential because of the status of their positions or job titles or the reputation of their companies.

When asking for referrals, think about the impact it is likely to have on an employer who is not acquainted with you.

The limited status and reputation of some employers may be such that asking them to point you in the direction of likely prospects would be more useful than asking for references.

When granted permission to use an employer's name you have been given the greatest of prospecting gifts: a personal introduction. For example, you can use the lead to introduce yourself, "Hello, Mr. Petrie. My name is Rachael Parker. Harold Robinson recommended I give you a call. By the way, he sends his regards." (Pause for any response to this.) "He felt we might have something valuable to discuss."

2. Identifying Your Use of Referrals

"It is effective to identify your use of referrals early in the first face-to-face interview. Use phrases such as: "Many of our accounts are initiated by referrals from satisfied employers." "Our track record with local employers is excellent." "Area manufacturers don't hesitate to recommend us." "Here are letter(s) from some of our satisfied employers."

Mentioning satisfied employers in the first interview helps identify the value of specific services: "McCormack Foods used our job modification services to retain a valued employee who was injured on the job", "Westside Laundry had high turnover in their dry cleaning area. Our speedy referral service solved their problem", "When the head of purchasing at Shop Way lost his sight, we were able to recommend special equipment to help him continue to do his job."

3. The Way Referrals are Requested

"Create the expectation that you will request referrals by mentioning other satisfied employers, but ask for referrals only after good rapport has been established. Pay close attention to remarks the employer makes about his/her colleagues and friends. Listen and then ask questions about these people.

Ask for the referral in such a way that the employer's cooperation is implied, e.g., "Perhaps some of your colleagues would be interested in our job modification service?" "Maybe you know other personnel managers who could use our referral system to solve high turnover problems?" "Who else in the community might need my services?" Do you know anyone at Imports Limited?" "Whom should I speak to there?" "Are you planning any expansion or new programs that might create job openings?" "Do you know anyone in the business community who might have a lead for me?" "What are the most rapidly growing companies in the area?" "Does your company have any other divisions or subsidaries that might need my services?"

When an employer agrees to refer you to someone he/she knows, ask the employer to contact that person directly to identify you and indicate that you will be calling soon. When an employer agrees to give you a general reference ask for it in the

form of a testimonial letter that you can copy and share with many employers in the community. Also suggest that you want to leave your telephone number in case he or she runs into someone who can use your services. You will be surprised how many employers will call back with a lead."

4. How Referrals are Qualified

"Qualify each referred lead with follow-up questions about the employer's occupation, personal interests, membership in clubs or local organizations, etc. This will help you assess the quality of the referral and prepare for preapproach activities with the individual.

Ask specific questions to help identify employers with certain types of needs: "Do you know anyone who needs a ready supply of job applicants?" Who is successful locally in retail sales?" "Have any of your colleagues expressed a need for computer programmers?" "Have any of your associates had trouble returning injured employees to their jobs?" "Have any of your acquaintences expressed the need to remove barriers or make their plants more accessible?" "Have any of your business associates expressed an interest in hiring minorities?"

5. The Timing of Referral Requests

"Referred leads can be requested at any time even during an initial interview. As an employer comes to know and trust you, however, it will be increasingly possible to ask for references to people they know or testimonial letters for general use. Be sensitive to the status of your relationship with an employer. Early on you may want to make requests in a more formal manner. As you become more familiar with the employer requests can be made more informally. When you get leads on companies or specific individuals, remember to thank the employer. You are getting valuable referrals from the "in" crowd. Employers know who is hiring long before that news is generally known. This enables you to develop a very effective community network."

Video Modeling Tape: Using References and Referred Leads

1. Introduction:

   "Now we know some of the guidelines to follow, let's look at some examples of the referral method."

2. Play "Using References and Referred Leads" videotape.

3. Encourage trainees to share their reactions in a brief discussion.

Training Exercise: Role Play Activity

1. Introduction:

   "Now you will have an opportunity to practice using the referral method in commonly occurring situations. This will give you a chance to tune in or become alert to opportunities where the referral method can be used."

2. Divide trainees into groups of two.

3. Distribute one situation card to each group.

4. Rehearse using situation cards.

5. Role play before the entire, reassembled group.

6. Provide reinforcement and feedback. Encourage group members to do likewise.

7. Videotape volunteers.

8. Play back video.

9. Discuss various applications of references/referred lead strategies.

10. Switch partners and repeat.

11. Have the trainees complete the Self-Evaluation Checklist on pages 66-67 in their workbooks.

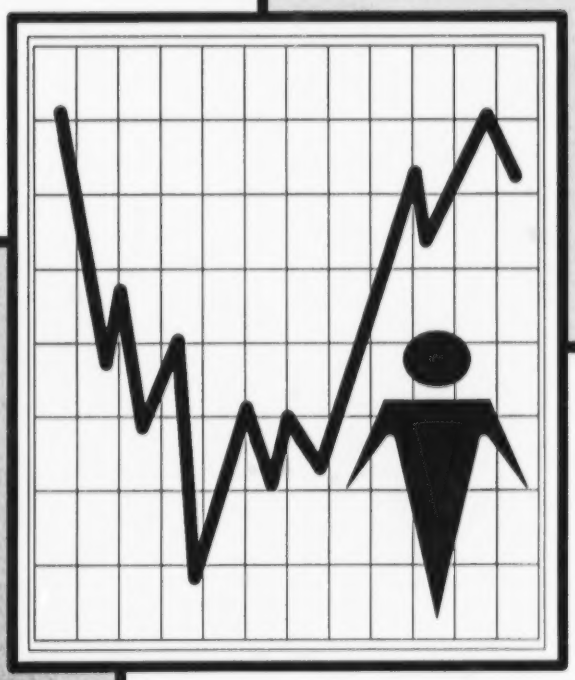
12. Conclude activity by encouraging trainees to use this method in future placement activities.

SELF EVALUATION CHECKLIST FOR BUILDING EMPLOYER CONFIDENCE

	Yes	No	Needs Improvement
1. Have I observed other local suppliers/service providers to identify locally appropriate business costumes?	—	—	—
2. Have I selected a business costume that will promote role congruence with what local employers typically expect from an accounts developer?	—	—	—
3. Have I selected a business costume that incorporates elements of my own style?	—	—	—
4. Does my business costume look like a uniform?	—	—	—
5. Does my business costume convey a personal image of competence?	—	—	—
6. Have I become acquainted with local business terminology during prospecting activities?	—	—	—
7. Am I developing a general business vocabulary that will minimize rejection created by technical jargon?	—	—	—
8. Have I evaluated the terminology used in promotional media?	—	—	—
9. Do I avoid using promotional media that uses diagnostic terms or clinical labels?	—	—	—
10. Do I use terms that focus on functional limitations and accommodations rather than sickness or disease?	—	—	—
11. Do I use empathy skills to enhance the development of personal relationships with employers?	—	—	—
12. Have I rapidly categorized the interaction style of each employer upon first meeting?	—	—	—

		Yes	No	Needs Improvement
13.	Do I respond to each employer with a synchronized interaction style designed to create comfort and confidence?	—	—	—
14.	Have I introduced the concept of referred leads early in the initial interview?	—	—	—
15.	Have I created the expectation that a request for referrals will be made?	—	—	—
16.	Have I established good rapport before asking for referred leads?	—	—	—
17.	Have I asked for referrals in such a way that the employer's consent is implied?	—	—	—
18.	Do I pay close attention to remarks employers make about other people?	—	—	—
19.	Do I ask specific questions to guide employers in identifying referrals?	—	—	—
20.	Do I ask for referred leads on every possible occasion?	—	—	—
21.	Do I qualify each referred lead with follow-up questions?	—	—	—
22.	Do I ask employers to contact the person they have referred?	—	—	—

Module Two



Employer Relations

Chapter Six

Cost Issues

CHAPTER SIX: TRAINER'S GUIDE

Concepts Introduced

An examination of the incentives and disincentives for employing workers with disabilities, focusing on cost issues including

* productivity
* attendance
* safety
* workers' compensation
* health insurance
* the Targeted Jobs Tax Credit (TJTC)

Activities

Lecture reviewing incentives and disincentives

Training Materials

Participant's workbook pages 68-79

Equipment Needed

Overhead projector for transparencies

COST ISSUES

Introduction

It comes as no surprise to say that the overriding goal of American business and industry is to make money. This is accomplished by selling products and services for more money than it costs to produce and deliver them, thereby resulting in profit. An important objective, then, is to keep the cost of doing business as low as possible. In this chapter, we will examine the incentives and disincentives, both real and imagined, for hiring workers with disabilities.

Goals for Training

Participant's workbook page 68

The goals for the presentation on cost issues are:

1. to make you aware of the costs that employers are concerned about in regard to hiring workers with disabilities;

2. to provide accurate information about cost issues; and

3. to assure that you have sufficient background information on cost issues to respond effectively to employers' concerns.

Productivity

Participant's workbook page 69

Historically, employers have been concerned that hiring people who are disabled will result in higher costs. In a recent survey of Arkansas and Oklahoma employers (Johnson, Greenwood, & Schriner, 1986), these concerns centered around productivity, safety and attendance records of disabled workers, particularly those with mental and emotional disabilities. This research coupled with an extensive review of the literature on employer concerns (Greenwood & Johnson, 1985), reveals that employers have considerable concern about the productivity, i.e., quality and quantity of work output, of disabled workers in general.

The effective placement practitioner will use available information to support the relative benefits of hiring workers with disabilities. For example, Greenwood and Johnson (1985) concluded their review of research by stating that

> first line supervisors revealed more than adequate (productivity) records for workers with disabilities. This is particularly true if the individual has been the reci-

pient of rehabilitation services and trained for employment. (p. 90, emphasis added).

Attendance

Participant's workbook page 70

Other research has focused on the issue of attendance. Studies have found that the attendance records of workers with disabilities compare quite favorably with those of nondisabled workers. The most recent nationwide survey of employers regarding the performance of workers with disabilities reported: "On attendance and punctuality: 39% rate disabled employees as better than nondisabled employees, and 40% rate them about the same" (Harris & Associates, 1986). Similar results have been reported through surveys done by other investigators (du Pont, 1982; Pati & Adkins, 1980; Ellner & Bender, 1980; Simon, 1963).

Safety

Participant's workbook page 71

Research also shows that workers with disabilities have good safety records. Ellner and Bender (1980) reported that the U.S. Office of Vocational Rehabilitation found that 57% of the disabled employees in companies surveyed were described as having lower accident rates than nondisabled workers. Other studies (e.g., Simon, 1963) show equivalent safety records for disabled persons in the workplace.

Workers' Compensation

Participant's workbook page 72

A major concern of some employers has to do with their perception that the costs of workers' compensation will rise if they hire individuals who are disabled. An examination of the workers' compensation system will help you understand the source of their concern.

The phrase "workers' compensation" refers to a complex set of laws and regulations designed to protect employees from the serious economic effects of accidents and illnesses suffered as a result of work. Workers' compensation legislation was developed to improve on the previous system wherein injured or ill workers had to sue their employers (Matkin, 1985; Sanchez, Workman, Morris, Miller, & Edelstein, 1981; Worrall, 1983). This practice caused considerable hardship for the worker, whose medical bills and living expenses went unpaid while the case was litigated.

During the early decades of this century, most states passed workers' compensation laws requiring employers to provide cash benefits, medical care, and rehabilitation services to employees for "injury or illness arising out of and in the course of employment" (Worrall, 1983, p. 3).

Employers have several choices in meeting their workers' compensation obligations[1]. Employers can buy insurance from a private carrier, or, in some states, purchase coverage from a state insurance fund, or self-insure against loss. Workers' compensation coverage is mandatory in 47 states, but even in those states where it is not (Texas, South Carolina, and New Jersey), most employers choose to purchase coverage since they are not protected from negligence suits unless they have coverage.

Employees or their families may make claims for compensation for six categories of disability as a result of injury or illness:

Participant's workbook page 73

1. medical only, providing virtually unlimited coverage for medical costs;
2. temporary total disability, when an employee is completely unable to work for some time after the injury or illness occurs, but is eventually able to return to work without permanent impairment;
3. temporary partial disability, when an employee experiences partial incapacity on the day of the accident or illness but can continue to work, and eventually returns to work without permanent impairment;
4. permanent partial disability, where an employee suffers permanent impairment, functional limitation, or the loss of earning capacity;
5. permanent total disability, when an employee cannot ever return to work; and
6. death claims.

Some 65% of indemnity costs--or cash payments--are for permanent partial disability claims. Claims for permanent total disability and death are rare, but account for about 16% of indemnity costs (Worrall, 1983, p. 4-5).

Participant's workbook page 74

[1]This section draws heavily on the work of John D. Worrall. (Worrall, J.D. (1983). Compensation costs, injury rates, and the labor market. In J.D. Worrall (Ed), Safety and the work force: Incentives and disincentives in workers' compensation. Cornell, NY: ILR Press, Cornell University.)

Determination of employer costs for workers' compensation is a very complex process, and depends on the employer's size, experience, classification, and insurance arrangement, making it difficult to state with any certainty what an individual employer's costs are likely to be. It is clear, however, that workers' compensation costs are rising, and that employers are very concerned about it. In the seven-year period from 1973 to 1980, workers' compensation costs rose 66%, as compared to a 21% increase in costs from 1953 to 1972 (Worrall, 1983, p. 9). Employers are almost unanimous in their views that these rising costs threaten their profitability, and legislatures across the country are being pressured to provide relief.

Employers are likely to express their concerns about workers' compensation when approached by rehabilitation professionals. Their concerns often have to do with the issue of full disability if they hire a person with partial disability and the individual is injured and becomes totally disabled. They fear being liable for the total disability rather than only the 'part' of the total disability caused by that individual's work for that employer.

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To encourage employers to hire workers with disabilities, states have developed second injury funds to cover the costs of total disability resulting from additional injury or illness to an already disabled individual. In this instance, a workers' compensation board decides how much of the total disability was due to the already existing disabling condition, and charges the remaining portion against the employer. Therefore, the second injury fund reduces the risk an employer takes by hiring a worker who is disabled. Second injury funds are funded in many different ways; some states (notably California and Pennsylvania) pay for the second injury funds from state revenues, but most states have implemented shared-cost systems for employers, or have levied a charge on private insurance companies offering workers' compensation coverage in that state. Matkin (1985) provides detailed information on each state's second injury fund.

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The most effective ways to counter employers' concerns about workers' compensation cost increases is with accurate information. Remember these facts and use them when responding to this concern:

1. Workers who are disabled have been shown to have good safety records. Du Pont, for example, found that 96% of workers with disabilities had average or better safety records (Sears, 1975). The worker with a disability is more likely to appreciate

the importance of safety procedures in the workplace, and frequently will make a greater attempt to be a safe worker.

2. Workers' compensation rates are determined by many factors, but the two most important are the employers' experience and the hazards for a particular industry. Sears (1975) reports that 242 firms surveyed by the Conference Board reported no increase in workers' compensation costs after hiring many workers with disabilities. The best way for an employer to guard against rising workers' compensation costs is to implement and monitor safety programs.

3. The second injury fund protects employers against the potential liability for permanent total disability for a worker who is already disabled and experiences additional injury or illness on the job. Check your own state's Workers' Compensation Commission or Matkin (1985) to determine the funding mechanism for the second injury fund in your state.

Health Insurance

Health insurance is probably the most confusing cost issue, primarily due to the array of health care plans available to employers. Because of this diversity, it is difficult to state with certainty the effects on health insurance costs of hiring persons with disabilities. We will attempt, however, to identify the main types of health insurance, and will speculate on the possible effects of hiring people with disabilities.

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The two major types of health insurance we will examine are group plans and self-funded plans. Group plans are those sold by insurance companies, and in many cases the workforce of a particular employer is joined with employees from other companies for purposes of determining the cost of insurance coverage. Under this type of plan, a company will usually not suffer any increased health insurance costs when hiring people who are disabled because that company's employees are part of a larger pool of individuals whose experience determines the rates.

Many companies have found, however, that they can reduce costs and have more control over their health insurance plans by self-funding. Under this arrangement, the company determines how much money it should have to protect its health plan from catastrophic claims, funds its potential liability, processes its own claims, and manages its program. This may be accomplished with the help of an outside consultant, sometimes called a third-party administrator. Insurance companies themselves are increasingly offering third-party administration arrangements to employers who want to self-fund. The important implication for placement practitioners is that, under self-funded plans it is possible for increased health care costs of employees to affect

the integrity of the self-funded plan. This likelihood, however, is relatively small.

A Positive Cost-Saving: The Targeted Jobs Tax Credit (TJTC)

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A positive cost-saving for employers is the TJTC program, a federal initiative designed to encourage employers to hire workers from nine targeted categories by providing tax credits for the wages paid to those workers. The tax credit is 40% of first year wages, up to $6,000, for employees who have been employed for a minimum of 90 days or 120 hours. An employer, then, could realize a maximum tax credit of $2,400 for hiring an individual from one of the nine targeted categories. Vocational rehabilitation referrals are one of the nine categories of targeted individuals.

The process for determining an individual's eligibility is simple. The state employment office verifies eligibility, and gives the employer a voucher to complete. When the voucher is returned, the state employment service will send back to the employer a TJTC Employer Certification Form which allows the employer to claim the tax credit. Tax credits being claimed by the employer must be listed on IRS Form 5884 and be included in the employer's tax return.

The Targeted Job Tax Credit program is an excellent tool for encouraging employers to hire workers with disabilities. This program has been criticized for resulting in a 'revolving door' for employees in the targeted categories, but evidence suggests otherwise. For example, 51% of the companies responding to a recent survey asking about their experiences with the program testified that TJTC employees had remained on the job for a year or more (Committee for Employment Opportunities, 1985). And many individuals who might not otherwise have gotten jobs have found work under this program. In Chicago, there were over 10,000 TJTC jobs during 1984 (Committee for Employment Opportunities, 1985). The program also seems to be gaining acceptance and to be more widely used. From 1984 to 1986, there was a 66% increase in the numbers of jobs covered by the program (Committee for Employment Opportunities, 1985). In summary, the program offers potential benefits for many employers, and placement practitioners can make excellent use of their knowledge of the TJTC program in dealing with employers.

Summary and Learning Points

Participant's workbook page 79

In summary, it is important to remember that many employers will voice concerns over the potential for increased costs after

hiring workers with disabilities, particularly in the area of workers' compensation. Remember, too, that the expression of such concerns offers the placement practitioner the opportunity to educate the employer toward a more open attitude to hiring individuals who are disabled. It is also crucial to balance the concerns of employers with facts regarding the positive record of disabled workers' productivity, the relative improbability of increased cost, and the strong incentives provided by the Targeted Jobs Tax Credit program. The bottom line (to use a favorite business phrase) is that hiring workers who are disabled is a smart move if the employer is looking for qualified, pre-screened applicants who are eager to work.

The key learning points for this chapter are:

* Workers with disabilities generally have equal or superior records in productivity, attendance and safety.

* The best way for employers to prevent increased workers' compensation costs is to implement good safety programs.

* Employers who have workers with disabilities in their workforce have not experienced increases in their workers' compensation costs.

* The Targeted Jobs Tax Credit program can be a cost-saving method for employers.

Chapter Seven

Organizational Issues

CHAPTER SEVEN: TRAINER'S GUIDE

Concepts Introduced

An examination of the organizational issues employers are concerned about when hiring workers with disabilities, including

* affirmative action
* unions
* relationships with supervisors and co-workers

Activities

Lecture reviewing organizational issues

Training Materials

Participant's workbook pages 80-84

Equipment Needed

Overhead projector for transparencies

ORGANIZATIONAL ISSUES

Introduction

A very real concern of many employers is the effect that hiring a person with a disability would have on the company as an organization. The employer may suspect that someone with an emotional disability, for example, may not be able to get along with others. Or the employer may fear increased supervisory demands for persons with impaired functioning. For some, the reaction of their union may be a real concern. Therefore, it is important that the placement practitioner have information and understanding regarding these organizational issues.

Goals for Training

Participant's workbook page 80

The goals for the training on organizational issues are:

1. to make you aware of employers' concerns about bringing workers with disabilities into their organizations;
2. to educate you about accurate information in regard to organizational issues; and
3. to assure that you have the necessary information to meet objections or to answer the questions of employers who are concerned about these issues.

Affirmative Action

Participant's workbook page 81

The 1973 Rehabilitation Act includes two sections which require specific employer acts to guarantee equal employment opportunities for persons with disabilities. Section 503 applies to employers doing $2500 worth of business annually with the federal government, while Section 504 applies to any employer receiving any kind of federal assistance, such as loans, grants, services from federal employees, and the use of federal property. Section 504 also applies to any employer who "receives any kind of federal assistance through another recipient (Grossman, 1980, p. 4).

The two sections require different evidence from employers with respect to the hiring of workers with disabilities. Section 503 requires that employers take affirmative action, while Section 504 requires only that employers not discriminate. However, in addition to these federal statutes, which apply to only some employers, many states and local civil rights acts pro-

hibit discriminatory hiring practices. Thus, businesses are often advised to adopt an affirmative action program to demonstrate their stance toward equal employment opportunity (Grossman, 1980).

Under Section 503, businesses doing $2,500 or more in yearly business with the federal government must have an affirmative action program; those having 50 or more employees and doing $50,000 or more in business with the government must have a written affirmative action program available to any employee or applicant. An affirmative action program consists of 1) a policy statement confirming the employer's commitment toward equal employment opportunity (EEO), 2) the EEO director's name, location, and functions, and 3) a description of the hire manager's responsibilities (Grossman, 1980, p. 18). The EEO director is urged to take steps to insure that persons inside the company and in the community know of the employer's interest in providing equal opportunities for employment. Employers are also encouraged to survey their operations for practices which might have a discriminatory effect, including the use of tests or job qualifications that are not job-related, differential benefit packages for disabled and nondisabled employees, and practices related to the placement and advancement of disabled versus nondisabled employees (Grossman, 1980).

When an applicant for a particular position is determined to be qualified, a business is required to "make reasonable accommodations" unless doing so creates an "undue hardship" on the employer (Grossman, 1980, p. 38). Businesses are generally able to claim undue hardship if they have a small workforce, few openings, or would experience a competitive disadvantage by making accommodations (Grossman, 1980, p. 47). (Helping employers make reasonable accommodations and job modifications is the subject of the next RehabMark module, and will not be discussed here.)

Unions

Participant's workbook page 82

To understand the position and practices of labor unions, it is necessary to have some understanding of the economic and social dynamics that led to their creation. We may think of labor unions in this country as a phenomenon of this century, but they had their origins in the events of the late nineteenth century. Before 1900, most of the work done in the United States took place in agriculture, fishing, and logging. In 1870, for example, over two-thirds of this country's workers were in those categories; by 1880, the percentage had fallen to roughly 50 percent. By 1910 only one-third of the labor force was working in agriculture, logging, or fishing. From 1860 to 1890, however, the number of manufacturing employers had risen from 1.3 million to 5.3 million (Reich, 1983, p. 30). Thus, the turn of the century brought increasing incentives for people to remain in the

cities, or to move there from rural areas since that is where the jobs were being created. This trend foreshadowed not only a more urban labor force, but one in which there was less emphasis on skilled craftsmanship as well. Increasingly, workers were employed in factories with larger and larger numbers of employees. These new enterprises did not duplicate the conditions under which skilled craftsmen had dominated the production processes of the earlier century; new manufacturing techniques required the use of machinery, and skilled craftsmen did not adjust well to the demands of the emerging manufacturing workplace. Business concerns began replacing skilled craftsmen with foremen in an attempt to develop a managerial workforce more compatible with mass production (Reich, 1983, p. 37). As foremen became a more dominant force in that workplace, many workers became dissatisfied with what they believed to be arbitrary decisions on the part of the foremen. Simultaneously, many manufacturing operations were maintaining undesirable working conditions such as 60 to 80 hour work weeks, "company town" arrangements, poverty wage scales, and intense pressure to produce more in less time (Bernstein, 1970). In response to these conditions, workers began to look for ways to gain control over their work. The labor union movement has a complex and fascinating history, and it is not appropriate to review it in detail here; suffice it to say that labor unions have their origins in a tumultuous period of American history; and they have a proud tradition of defending the rights of labor. Thus, their interests have been in negotiating working hours, the conditions under which overtime will be required and the rate at which it will be paid, the description of jobs in a company, and job security based on seniority. While the importance of labor unions may have declined in recent years, their concerns certainly have not.

Employers may anticipate a negative reaction from their unions if they make an effort to hire persons with disabilities. And, many rehabilitation professionals assume that the presence of a union will make their placement efforts doubly hard. However, as has been pointed out elsewhere (Galloway, 1982), unions are diverse in their interests and practices. Some unions have been instrumental in developing programs to protect workers who become disabled on the job and to help other disabled individuals find employment. On the other hand, of course, are those unions which have no particular interest in assisting disabled individuals in any way.

Unions are primarily concerned with protecting their members. The contracts they have negotiated with employers contain provisions to protect the job security and individual integrity of union members. Seniority regulations, for example, stipulate that longer term employees will be less likely to lose their jobs in the event of lay-offs. Typically, seniority regulations also require that the more desirable jobs are given to those who have been employed longer. Thus, new union members work their way up through a ladder of positions in a company. This may cause problems for a worker with a disability if he or she is unable to perform a job at a lower level but could handle the duties of a

higher level job. A union might object to the worker's failure to follow the traditional pattern of upward mobility.

The effective placement practitioner will become well informed about union representation at companies targeted for account development. Specifically, the placement practitioner will be addressing these questions:

1. What union represents workers at this company?
2. What are the union's rules with regard to the placement of new workers in company jobs?
3. Who are the union members responsible for negotiating with company management?
4. What are possible arrangements that might be made with the union to facilitate the placement of workers who have disabilities?

In summary, it is clear that labor organizations are not a homogeneous group. They represent a diversity of individuals and have a variety of practices. They can, however, as a result of negotiation, become important allies in promoting the hiring and advancement of persons who are disabled. In no instance should the presence of a union preclude your targeting of an employer for account development.

Relationships with Supervisors and Co-Workers

Participant's workbook page 83

Employers may also have concerns about rehabilitation clients and their relationships with supervisors and co-workers. Generally, these concerns fall into two categories; the ability of workers with disabilities to get along with their co-workers, and the amount of supervision these workers will require. Preserving harmony in the workforce is important to employers, and they may express reservations that workers with disabilities can interact appropriately with other employees. In general, employers appear to be concerned about the workforce integration of persons with all types of disabilities (Greenwood & Johnson, 1985); they need your assurance that applicants you refer would have the required social skills to maintain good relationships with others. It is also important to inform the employer about the specific characteristics of individuals you refer.

Employers are also concerned about the amount of supervision that persons with disabilities will require (Greenwood & Johnson, 1985). Their supervisors are a valuable component of their operations and they do not want to overburden them. The placement practitioners should indicate to employers that most workers who are disabled will not require any additional supervision. The practitioner should also let the employer know if additional supervision will be needed, and should indicate a willingness to work with supervisors to facilitate the understanding required to

accept and deal with a worker who is disabled. Be sure to reassure the employer that your obligations include a commitment to help solve problems as they arise after placement.

Summary and Learning Points

Participant's workbook page 84

As employers begin to seriously consider hiring workers with disabilities, they will likely think beyond issues such as costs to those factors which concern the integration of new employees into the workforce. The organizational issues just reviewed are important considerations, not only to employers, but to the new employee as well. The facts are that the affirmative action program of the employer can be enhanced by recruitment and hiring of employees with disabilities, and that anticipated problems with unions, supervisors, and co-workers can be dealt with by an informed and understanding placement practitioner.

The key learning points for this chapter are:

* Section 503 of the 1973 Rehabilitation Act requires employers doing business worth $2,500 with the federal government to take affirmative action to hire persons with disabilities; Section 504 requires those businesses receiving federal assistance to be nondiscriminatory.

* Labor unions are primarily concerned with protecting the interests of their members; unions can become important allies in your placement efforts. Remember: negotiate!

* Employers are concerned about the burdens placed on their supervisors; keep the employer well informed of the supervisory demands of the applicants you refer.

Chapter Eight

Information about Employers' Organizations

CHAPTER EIGHT: TRAINER'S GUIDE

Concepts Introduced

Placement practitioners need information from employers in order to gain an understanding of the structure of the organization's workforce, and personnel policies and requirements, including:

* types of positions
* educational and work experience requirements
* personal characteristics desired
* advance information desired by the employer
* general working conditions
* pay and fringe benefits
* advancement opportunities
* personnel policies
* special problems in maintaining the workforce

Activities

Lecture reviewing information needed from employers

Training Materials

Participant's workbook pages 85-95

Equipment Needed

Overhead projector for transparencies

INFORMATION ABOUT EMPLOYERS' ORGANIZATIONS

Introduction

The employer is the key person in the account development process. Although organizations vary and the employer may be represented by the personnel director or the plant manager, they are going to express much the same concerns and needs with respect to workers with disabilities, and we must understand these needs and concerns thoroughly in order to benefit them and, ultimately, our clients. In this section, we will be addressing the information the placement practitioner needs to collect from the employer.

Basically, there are two types of information you will need to have about employers. First, you will need an understanding of the structure of the organization's workforce. In other words, what kinds of positions are there in the company. How many positions of various types are there? Does the company expect changes in workforce needs--fewer production workers and more sales people, for example? Knowing about the company's workforce will be of great assistance in assessing both the present and future potential of a company to contribute to your efforts as a placement practitioner.

The second type of information you will need about an organization concerns personnel policies and requirements. Does the company require a high school diploma of all new-hires? What advance information about applicants will the company require of you? What are the working conditions, the benefits, and the salary ranges? If you know about the policies and requirements a company has for its employees, you are well-prepared to make judgments about the suitability of your clients for this employer.

Goals for Training

Participant's workbook page 85

The goals for the training on information about employers' organizations are:

1. to create awareness of the information needs that employers can respond to;

2. to provide the rationale for obtaining the information and present the areas in which information is needed;

3. to present the information and background needed to understand employers' organizations.

Now, let's take a close look at the kinds of information you will want to gather about employers in your area.

Types of Positions

Participant's workbook page 86

The types of jobs available in the organization are important to understanding the composition of the workforce and possible openings. You will have general knowledge of this aspect of the organization from your earlier community assessment. During this first contact with the employer, you may have an opportunity to verify your understanding. You can also learn about new developments in the company, such as an emerging emphasis on telemarketing, that could result in several openings.

In manufacturing concerns, the largest percentage of positions are in the production area. Smaller numbers of employees work in the general office, processing payroll, handling personnel functions, and managing the manufacturing process. Recent developments suggest that the manufacturing sector of our economy will continue to require fewer and fewer numbers of workers in the future as automation and foreign labor replace the American factory worker. Placement practitioners are advised to keep a close eye on developments in this area of the economy to determine how many and what types of jobs will be available in manufacturing settings over the next two decades. The service sector is contributing a huge number of new jobs to the U.S. economy every year. Typically, the bulk of jobs in service companies require at least some contact with customers. Examples of these jobs are cashiers, counter positions in fast food operations, and clerks in retail sales organizations.

Educational and Work Experience Requirements

Participant's workbook page 87

Although specific information relative to each job should await a thorough job analysis, it is important to understand the needs of the employer in this area. Some employers require a high school diploma of all new-hires, for example, while others will accept a high school equivalency diploma (the G.E.D.) or work experience in lieu of the diploma. Other employers may look favorably on vocational preparation. Employers also differ in the emphasis they put on prior work experience. To some, prior work experience is a high priority, perhaps due to the assumption that demonstrated ability to keep a job increases the chances of success. Others place high value on experience in a particular job. Still other employers are more concerned with finding energetic, ambitious individuals who are determined to succeed; for these employers, the issue of prior work experience may not be important at all. The placement specialist should understand the employer's educational and work experience requirements so that more appropriate referrals can be made.

Personal Characteristics Desired

Participant's workbook page 88

Some employers place more emphasis on characteristics such as honesty and flexibility than they do on specific work skills. In fact, a general trend in business is that employers are much more concerned about hiring someone who "knows how to work" (that is, the individual gets to work on time, is ready to work, works steadily through the day, and gets along with supervisors and co-workers) that hiring someone with specific job skills. This trend is due primarily to the rapid pace of technological change which requires that businesses train incoming employees in the specific job skills required, and retrain as changes in equipment and procedures dictate. Thus, knowing the characteristics favored by employers allows you to choose candidates based on those qualities, and to stress those qualities in your introduction of potential employees.

Advance Information

Participant's workbook page 89

Employers approached by a third party--whether it be the state employment service or a rehabilitation professional--often expect advance information on applicants from that third party. This information on applicants may have to do with the employer's educational and work experience requirements or personal characteristics, such as dependability and flexibility in changing tasks. For example, an office supply store may require that the placement practitioner provide an abbreviated description of the applicant's work adjustment training with a special emphasis on how well the individual can perform work tasks in the absence of direct supervision. A law firm looking for a receptionist, on the other hand, may require evidence that an applicant has had some experience using a word processor. The placement practitioner should inquire about the kinds of information the employer will require on potential applicants to aid in the selection and presentation of potential employees.

General Working Conditions

Participant's workbook page 90

The placement practitioner uses job analysis to gain information on the specific conditions for a particular position, but it is also helpful to gather some preliminary understanding of general working conditions at an employer's place of business. Simple observation is often a useful tool for gaining this infor-

mation, but questions put to the employer can also be helpful. Is most of the work done inside? Is the workplace well-lighted and well-ventilated? Is the temperature comfortable? The placement practitioner choosing to question the employer about working conditions should be careful to phrase questions in a positive way so that the employer is not insulted by the line of questioning.

Pay and Fringe Benefits

Participant's workbook page 91

The community assessment will provide some information in this area, but it is often necessary for the placement practitioner to ask questions of the employer directly. Most employers have a standard beginning pay rate and schedule of pay increases. For example, many retailers start new hires at a rate near minimum wage, and employees are eligible for a small pay increase in six or nine months. Union shops, on the other hand, usually have a predetermined schedule of pay raises for the life of the union contract. The placement practitioner should try to get some specification of the criteria used in determining whether or not an employee receives an increase in pay. Is the determination made on the basis of satisfactory work, or are there additional requirements, such as eligibility for advanced training? Is the pay increase assured or at the discretion of the supervisor?

The fringe benefit package is also of interest. Traditionally, fringe benefits have included health insurance and some kind of retirement plan, but fringe benefit packages vary widely from industry to industry. Most employers have an employee handbook that describes their fringe benefit package, and will be willing to share that booklet with a placement practitioner with whom they are developing a long-term relationship. When reviewing the employee handbook, pay attention to such details as the specific benefits of the health insurance program, whether or not there is life insurance available through the insurance program, and specifics of any retirement plan the company offers.

Advancement Opportunities

Participant's workbook page 92

Asking questions about the possibility for advancement will emphasize to the employer that, not only will you be able to refer qualified applicants for existing positions, but these workers are also interested in and may be able to advance in the organization. Many employers have a policy of promotion from within; that is, when positions become open, they will give pre-

ference to current employees when filling those positions. This, of course, increases the opportunities for clients the placement specialist would place with these employers. Appropriate questions for the employer include whether or not their policy is to promote from within, how often positions at a higher level become open, what is the average length of tenure before a new employee becomes eligible for promotion, and how those decisions are made. It is very important that the placement practitioner do everything possible to develop the employer's expectation that the workers with disabilities who are placed there will be eligible for and expect the opportunity to advance in the organization.

Personnel Policies

Participant's workbook page 93

High quality organizations often have flexible policies allowing for training, continuing education, and affirmative action initiatives. The placement specialist should know the employer's practices with respect to training in specific job skills for incoming employees; such information is of great help in making appropriate referrals of job-ready clients. It is also important to know whether the employer routinely provides training or continuing education to upgrade the skills of current employees and whether the employer makes an attempt to promote the advancement of persons who are disabled. Such information will help the placement specialist assess the commitment of employers to the practices and policies that make possible long-term success for workers with disabilities.

Special Problems in Maintaining the Workforce

Participant's workbook page 94

Finally, an area which may be useful to the practitioner concerns problems, such as high turnover, that make it difficult for employers to maintain a work force. Employers appear to be increasingly concerned about what they perceive as a decline in the work ethic among workers in our country, particularly younger workers. The pre-screened, job-ready applicants the vocational rehabilitation system has to refer to employers may fill a definite need for them. Knowing the specific concerns of an employer can be a tremendous aid in meeting the needs of that employer. For example, many employers have difficulty keeping filled positions which require repetitive work. Workers with mental retardation may be quite capable of performing those tasks and stay on the job longer than a nondisabled worker. Other employers may express a need to hire individuals who are very safe in performing job tasks. The good safety records of disabled workers can be a real benefit in developing a lasting relationship with

such employers. If an employer has problems with attendance, safety, or skill levels, the placement practitioner may be in an excellent position to help the employer gain long-term employees of high quality.

Summary and Learning Points

Participant's workbook page 95

In summary, it is vital that the placement practitioner have information on the structure of the employer's internal labor market so that he or she can plan to refer persons who have the required skills and characteristics. It is also important to their clients' career establishment and enhancement that placement practitioners know about the organization's personnel policies.

The key learning points for this chapter are:

* Ask questions of the employer about the types of positions, work experience and educational requirements, and desired personal characteristics of applicants.

* Your knowledge of the working conditions, the pay and benefits package, and company policies regarding promotion will help you in your efforts to establish accounts with the best employers in your area.

Chapter Nine

Establishing Contact

CHAPTER NINE: TRAINER'S GUIDE

Concepts Introduced

1. This lesson is designed to teach the skills necessary to establish a professional relationship with an employer during the first face-to-face contact. The trainees will be taught the following skills:

   * how to open an interaction,

   * how to establish personal contact, and

   * how to describe the account relationship and its benefits to an employer.

These skills should pave the way for a long-term, positive relationship with the employer.

Activities

1. Lecture reviewing the concepts, skills and examples for each of the topics covered.

2. A training exercise involving a situational example followed by generating the skill statements in writing.

3. Video modeling tape, "Establishing Contact".

4. A role play exercise to practice skills.

5. A self-evaluation exercise using a checklist.

Training Materials

1. Participant's workbook pages 96-108.

Equipment Needed

1. Overhead projector for transparencies.

2. Video cassette recorder, training tapes and blank tapes.

ESTABLISHING CONTACT

Introduction

In this lesson, you will learn how to begin the face-to-face contact with the employer by opening the interaction, referring to preapproach activity or a referred lead, describing the business-rehabilitation partnership and its benefits to the employer, and describing services pre-selected for their attractiveness to the employers.

The first personal contact you have with an employer is very important in increasing the chances that the employer will open an account with your agency. The employer is accustomed to dealing with other business people, and will expect your initial meeting to reflect the same kind of business knowledge and customs that other business contacts do. The first meeting, then, is the perfect opportunity for you to display confidence and competence, and to open the door for a long-term relationship with positive outcomes for you, the employer, and, of course, the individuals with disabilities whom you represent.

Goals for Training

Participant's workbook page 96

The goals for the training on establishing contact are:

1. to build on previous preapproach activities to create a professional relationship with the employer; and

2. to begin the benefit-exchange process with a clear and concise description of the business-rehabilitation partnership and its benefits to the employer.

On the following pages, we will describe the steps involved in establishing contact with an employer and provide examples of each step. Later in this chapter you will have opportunities to practice the steps.

Opening the Interaction

Participant's workbook page 97

This is a simple step involving a greeting that is compatible with accepted business practices.

Appropriate

"Good morning, Mr. Johnson. It's nice to meet you in person."

"It's a pleasure to meet you after speaking with you over the telephone, Ms. Meriweather."

"How nice to finally meet you, Ms. Wehman."

Note that all of the examples represent standard business practice by using the individual's last name and stating pleasure at the opportunity to meet.

Inappropriate

"It's nice to meet you, Rodney."

It is generally considered inappropriate to use another's first name in a business meeting unless asked to.

"My pleasure, Mr. Pritchard. You're much younger than I thought you'd be."

Comments about another's age, appearance, or other personal characteristics--even positive comments--should not be made.

"Hello, Mr. Campbell. How is the company doing now that the lawsuit has been settled?"

Neither is it appropriate to inquire about company business that is not public knowledge or for public discussion.

Engaging in Small Talk

Participant's workbook page 98

It is generally expected that business conversations will begin with small talk. Appropriate topics include the weather, sports news, or any other non-controversial subject.

Appropriate

"Well, I guess our poor old Wranglers really had their hands full the other night with Timbuktu State. Did you see that game?"

"I'd bet you're as glad as I am that the weather has finally cleared up."

"I notice you've painted the building. I sure like that color."

Inappropriate

"Well, I see that the President has really made a fool of himself again."

"I hope you haven't been adversely affected by that ruling about hiring minorities."

"Have you noticed that the churches around here are getting more involved in politics?"

There is an old rule of thumb with which we agree wholeheartedly: Avoid comments about race, religion, or politics in business interactions... period.

Referring to Earlier Contact or Using Referred Lead

Participant's workbook page 99

This step involves referring either to an earlier contact--a telephone call or letter--or to a person known to the employer who referred you to him or her. This comment should convey a positive image of the employer.

Appropriate

"I've been looking forward to meeting with you since we talked on the phone. OK Products has such a good reputation."

"As I mentioned when we spoke on the phone the other day, I would like to explain how our services might help meet your work force needs. I'm very interested in establishing contacts with excellent companies such as yours."

"Mr. Thompson, at Preferred Foods, suggested that I call on you. He mentioned that your company has had trouble with high turnover in some positions, and he has found our services particularly helpful in filling high turnover positions at Preferred Foods. He thought perhaps our services might help your excellent company as well."

These three examples remind the employer of the purpose of your visit, and in the last example, make reference to a business acquaintance of the employer. All three examples include a positive reference to the employer.

Inappropriate

"Mr. Thompson suggested that I call on you."

When using referred leads, it is best to mention the lead's company (as well as the lead's name) and to use that referred lead to indicate a specific advantage your services might have for the employer.

Describing the Organization You Represent, Your Role, and the Purpose of Your Visit

Participant's workbook page 100

The employer will probably not have a very good understanding of rehabilitation practices. During the first few minutes of the conversation, it is a good idea to provide some clarification about whom you represent, what your role is with the organization, and why you want to speak with the employer.

Appropriate

"I represent the Blue Hill Workshop in Richardson, Mr. Griswold. At the workshop, we provide work adjustment services for individuals who have various kinds of disabilities. Our clients go through several weeks of training to learn how to stick with a job, how to respond to supervision, and how to interact with co-workers. Our major purpose is to prepare that person to enter the workforce in competitive employment. My role there is to work with employers to help provide prescreened qualified applicants for positions an employer may have open, and to work with our clients after they have been placed on jobs. I wanted to speak with you today to tell you about our services, and to discuss the possibility of opening an account with OK Products."

"I work with the state vocational rehabilitation office. As you may know, VR helps people who are disabled get the training and restoration services they need to get into the workforce. I am a placement specialist with VR, which means that I work with employers in this area to help meet their labor needs. The basic service I provide is the referral of qualified, work-ready applicants for those companies' positions. I also provide several other services to the employers who have accounts with me. The purpose of my visit today is to acquaint you with my services and to see if you would have any interest in establishing an account with me."

"You may be familiar with the placement program at the Slippery Ridge Community Mental Health Center. In that program, we serve clients who have had emotional problems and help them prepare for getting back into jobs. I represent the Center to employers in this four-county area and refer qualified, pre-screened applicants for jobs when they open up. I wanted to come by today to explain a little bit about our program, and to see if you would like to open an account with us."

Note that each of these examples includes a brief description of the organization represented, describes the placement specialist's role in that organization, and explains the purpose of the visit. All the examples provide enough information to make clear to the employer why the placement specialist has scheduled this visit.

Describing Your Services

Participant's workbook page 101

This step involves describing the basic service that you provide--the referral of qualified, pre-screened applicants--in terms of benefits to the employer.

Appropriate

"The major service I provide, as I mentioned, is the referral of pre-screened, qualified applicants who are ready and eager to go to work. The first thing I do when I open an account with an employer is to learn as much as I can about the company and its labor needs. I like to tour the plant and do what we call a job analysis. That just means that I look at the positions you have and determine what kinds of requirements an applicant would need to meet for a particular job. Then, as jobs become open, I review the qualifications of our clients and refer to you any who are qualified for that job. As you hire our people, I will be working with you on an ongoing basis to make sure that the person does the job well, and to take care of any problems that might come up."

"The primary service that I provide to employers is the referral of good applicants for positions as they come open. When I open a new acount, I get to know the company as well as I can -- I do an analysis of the positions in a company to see what kinds of physical and mental capacities are required to do the job, and we talk about what other characteristics you look for in new-hires -- flexibility, ability to work in a team, that sort of thing. Then, as jobs come open, I'll make referrals of those individuals who are qualified for the position. As you take on new workers, I'll work with you to make sure they fit in and continue to perform."

"As I mentioned, my primary purpose is to make sure the employers I work with have pre-screened, qualified workers to fill openings as they come up. When I start working with a company, I get to know the company as well as I can. I'll analyze the jobs you have available and get an understanding of the characteristics you feel are important in new-hires so that I can make appropriate referrals. Then, if any problems come up after I've placed someone with you, I work with you or the supervisors, or the person I've placed, to take care of any difficulties that might arise."

Describing Additional Services Preselected for an Employer

After you have described the basic service you provide for the employer, it is a good idea to mention another service or services that you know to be of particular interest to this employer based on your assessment of the employer's needs.

"I also provide other services to the employers who have accounts with me. For example, if you need help in developing an Affirmative Action plan, I can help there."

"I also provide other services that an employer might need. Lots of employers are having difficulty in helping workers who become disabled on the job return to work, and I've provided a great deal of assistance to those employers in getting that disabled worker back on the job. Of course, this service has helped those employers reduce their workers' compensation costs."

"I also tailor my services to the needs of a particular employer. If you needed help in dealing with employees who develop personal problems -- say, alcoholism or drug addiction -- I can help counsel with those workers to resolve those problems and stop that productivity drain."

Using Printed Information on Your Services

Participant's workbook page 102

A brochure describing your services is a helpful tool in making presentations to employers. Not only does the brochure reinforce your message at the time you are making your presentation, but it serves to remind the employer of your presentation after you have left.

Appropriate

"I'd like to leave this brochure with you. It describes the services I provide in more detail."

"If you don't mind, I'd like to leave this brochure with you. You might want to study it later, or use it to describe my services to others in the company."

"This brochure gives you a little more information about my services. Please feel free to share it with anyone else in the company who might be interested."

Providing Additional Information

Participant's workbook page 103

If, during your presentation, the employer asks questions that can be addressed through additional information, offer to send the information. (You will also, of course, want to answer such questions at the time they are asked.)

Appropriate

"I'll be happy to send you more information on the safety issue. I have a good study that was done by Dow. As I mentioned; I think you'll find it most informative."

"And, of course, I'll send that list of employers I'm working with in this area as soon as I get back to the office."

"Let me send you that material on workers' compensation as soon as I can."

Answering Questions

Participant's workbook page 104

The effective placement specialist will offer the employer an opportunity to ask questions.

Appropriate

"Do you have any questions I could answer for you?"

"Are there any questions you'd like to ask?"

Training Exercise: Generating Responses Participant's workbook pages 105-106

In this exercise, you will have an opportunity to practice the skills you have just read about. We will present a situation--describing the employer you are about to see, the Preapproach activities carried out, the needs of the employer as identified through an earlier assessment, and the employer's characteristics--and you will be asked to respond with the skills covered in this chapter.

The Employer: Franklin Pharmacies is a company which owns and operates 15 discount pharmacies in the medium-sized city in which you work. Franklin is known for having the lowest prices in town on perscriptions, and your community assessment has shown that they achieve these low prices by keeping their expenses very low. Franklin pharmacies are clean and apparently well-run, but are not fancy. The employees are paid fairly well, and the benefit package includes a good profit-sharing plan and a good insurance program. The benefit package is designed to encourage long-term employment. Informal sources have told you that Franklin is very concerned about the honesty and dedication of its employees. You have identified Franklin as a good prospect and have targeted that company for account development. You feel certain that the applicants you would refer would meet Franklin's requirements, and that Franklin would be a good place for them to work. Now, try to apply the skills we've discussed in this chapter in your

first meeting with the employer. You are meeting with Mr. Richard Franklin. Mr. Franklin and his sister, Irene Franklin, are principal stockholders in the company. Mr. Franklin handles all matters relating to personnel and personally interviews all applicants.

Your task is to write below the statements you would make in your first meeting with Mr. Franklin, following the general outline described in this chapter. Below are the steps involved in establishing contact during the first face-to-face meeting with an employer. Beside each step, write your personal version.

1. Open the interaction.

2. Engage in small talk.

3. Refer to earlier contact or use referred lead.

4. Describe the organization you represent, your role, and the purpose of your visit.

5. Describe your services.

6. Describe additional services pre-selected for this employer.

7. Offer to leave information on your services.

8. Offer to send additional information, if requested.

9. Offer to answer questions.

Video Modeling Tape: Establishing Contact

1. Introduction:

   "The videotape we are about to watch will clearly demonstrate how to establish a professional relationship with an employer during the first face-to-face contact. Watch to see how the practitioner opens the interaction, establishes personal contact, and describes the account relationship and its benefits to the employer."

2. Play "Establishing Contact" videotape.

3. Encourage trainees to share their reactions in a brief discussion.

Training Exercise: Skills Practice Role Play
Participant's workbook page 107

In this exercise, you will be able to role play your skills in establishing contact. The trainer or another participant will play the role of an employer whom you are meeting face-to-face for the first time. This time, you will practice the behaviors involved in establishing contact without the help of any written prompts.

Situation #1

South State College is a small, state-supported four-year college located in the small city of Kleinstadt, Wisconsin. Many of its staff are residents of the surrounding countryside. They work in the dormitories and buildings as janitors and maintenance people, food service workers, and members of the clerical staff. The college does not have a problem with high turnover except in the dormitory cafeterias, where pay is relatively low and working conditions are sometimes unpleasant. Lately, local residents have been complaining that the college does not respond to the needs and interests of the surrounding community. One complaint of particular interest is that the college has discriminated against minority community members.

Situation #2

Mansfield Regional Medical Center is one of the largest employers in the area. It provides comprehensive medical services to residents in eight surrounding counties and provides medical training to students in the state's largest medical school. Mansfield Regional, as it is called locally, is seen as a good place to work, with good benefits and working conditions and reasonable pay. An assessment of Mansfield Regional's needs has revealed that the hospital needs workers who can be counted on to abide by the rules about uniforms, patient etiquette, and personal hygiene that are so important to the functioning and public image of a hospital of Mansfield's stature.

Situation #3

Stouffer-Fernald is a local company that has seen enormous growth in the five years since its establishment. Stouffer-Fernald sells top-of-the-line housewares through its catalogue which is mailed to families across the country. It currently employs over 100 people and prides itself on its profit-sharing and stock purchase plans for employees. It has trouble maintaining the 24-hour, 7 days a week workforce necessary to service its customers. Stouffer-Fernald is owned by Frances Stouffer and Marilyn Fernald; Ms. Fernald hires all new employees.

Self-Evaluation Checklist for Establishing Contact

Participant's workbook page 108

Here is an opportunity for you to review your skills in Establishing Contact. Below is a series of questions for you to consider in reviewing your performance. Beside each question, indicate whether you feel you did or did not meet the criterion, or that your performance needs improvement.

	Yes	No	Needs Improvement
1. Did I convey enthusiasm and competence when I opened the interaction?	—	—	—
2. Did I rapidly categorize the interaction style of the employer and synchronize my presentation style accordingly?	—	—	—
3. Was my use of small talk acceptable and did it serve to relax the employer?	—	—	—
4. Was the employer able to understand the benefits to him or her resulting from the business-rehabilitation partnership I proposed?	—	—	—
5. Did I use printed information effectively?	—	—	—
6. Was I in charge during the interaction with this employer?	—	—	—
7. Was I poised throughout the interaction?	—	—	—

Chapter Ten

Using Questions Effectively

CHAPTER TEN: TRAINER'S GUIDE

Concepts Introduced

1. This lesson is designed to prepare the trainees to use questions effectively to gather information from the employer and to discover the employer's concerns about hiring persons with disabilities.

Activities

1. Lecture reviewing the concepts, skills and examples for each of the topics covered.
2. A training exercise involving a situational example followed by generating the skill statements in writing.
3. A role play exercise to practice skills.
4. A self-evaluation exercise using a checklist.

Training Materials

1. Participant's workbook pages 109-118.
2. Video modeling tape, "Using Questions Effectively".

Equipment Needed

1. Video cassette recorder, training tapes and blank tapes.

USING QUESTIONS EFFECTIVELY

Introduction

An important part of interacting effectively with employers is understanding how and why to use questions. Questions can be effective in helping the placement specialist gather information from the employer about company policies and practices and workforce makeup and needs, or about the employer's concerns regarding hiring people who have disabilities. This chapter is designed to help you learn how to use questions for these purposes.

Goals for Training

Participant's workbook page 109

The goals for the training in this chapter are:

1. to use questions effectively to obtain information from an employer; and

2. to use this information to strengthen the benefits exchange process.

Questioning Styles

Participant's workbook page 110

Let's first examine a model that may help you understand the effective use of questions to gather information. The effective questioning process begins with a broad, non-threatening approach and moves systematically toward a narrower focus. The three types of questions appearing in the model are:

1. Open-ended questions are those which require an elaboration or offer the person a chance to use a wide range of responses, such as:

   "How are things going today?"

   "What kinds of problems are you having now?"

   "What kinds of trends do you expect to see in your business?"

2. Exploratory questions are questions which require an elaboration or offer the person a chance to address a specific topic. Examples include:

"What kinds of problems are you having with your employees now?"

"What do you attribute the high turnover to?"

"What do you expect to happen to your work force as a result of the trend toward using robots?"

3. Focused questions are questions which address a specific topic and require a specific answer. Examples include:

"Are your employees well satisfied with the current health insurance plan?"

"Would you like to establish an account with us?"

"When should we set a time for our next meeting?"

How Questions May Be Used

Participant's workbook pages 111-112

Now let's look at a specific example of how these types of questions might be used. Let's examine a company with the following characteristics:

Vicksburg Modular Buildings, Inc. employs 275 people on a permanent, year-round basis. The company manufactures modular homes for distribution on a regional basis. The company is considered in the community to be a good employer; and most of its employees have been there for a long time. Some families have several members in the workforce. The company hesitates laying off workers even during rough economic times.

The Vice President of Personnel is on the United Fund Board of Directors, is an active church member and is known for her support of local charitable organizations.

You've learned through informal assessment that the President has a son with a learning disability in the local junior high school.

You have been told informally by a business acquaintance that the company is about to secure its first Federal contract to build structures at a nearby defense installation over a period of five years.

Your agency has approached this company in the past, but has not been able to place any clients there; your colleagues have labeled the Vice President as "resistant", but you suspect that the earlier contact may not have been carried out very effectively.

As you approach the building, you notice that the grounds are very well-kept and professionally landscaped; moreover, almost everyone you see at the company is nicely groomed and quite friendly.

You know that most of the supervisors of the company have been there for many years and have generally low levels of educational attainment.

1. Use open-ended question.

   In this case, the placement specialist is interested in learning more about the employer's potential needs, particularly in relation to the anticipated federal contract requiring both an Affirmative Action plan and an increased workforce.

   Placement Specialist (PS): "What do you anticipate your employment needs to be in the near future?"

   Employer (E): "Well, our work force is very stable here. Our employees tend to stay for a long time. But there's a development on the horizon that may change our situation fairly dramatically, and we'll be faced with the prospect of expanding our workforce by roughly 20%."

2. Use exploratory question.

   PS: "Do you have any idea what the timetable might be for that expansion?"

   E: "We should know about this contract within a very few days. Then we'll have about 90 days to get geared up for production. This is a new experience for us, and we hope it will go well. The contract would be for several new modular buildings at Fort Scott."

3. Use focused question.

   PS: "Oh, I see. That sounds like an attractive challenge. I should mention that I often provide services in addition to referring qualified applicants for available openings, and one of those services is technical assistance with Affirmative Action plans. Do you feel that you'll need any help in responding to the government's Affirmative Action requirements?"

   E: "Of course I'm familiar with Affirmative Action plans, having seen other companies', but I've never actually done one before. I would appreciate some help on that."

   PS: "I'd be happy to do that as a part of servicing your account. Should I give you a call in a few days to set up a time to begin that process?"

Participant's workbook page 113

Now let's look at an example of using questions effectively to gain some understanding of an employer's concern about hiring workers with disabilities.

Let's assume that the placement specialist is well into an initial interaction with this employer. The placement specialist has described the services and their benefits to the employer. Then, the employer voices an objection. Observe in the following interaction how the placement specialist uses the three types of questions to better understand the employer's concern.

E: "I've tried this kind of thing before, and I have to say that it's just not worth it."

1. Use open-ended question.

PS: "Could you tell me something about the experience you're referring to?"

E: "Oh, it happened several years ago. This fellow from the Agency for the Deaf got us to take on one of their people, and it just caused all kinds of havoc."

2. Use exploratory question.

PS: "What kind of trouble did you have?"

E: "Well, they just turned this guy loose on us, and we were supposed to figure out how he could do his job--he was assembling cardboard boxes. But, you see, he was dangerous out there because he couldn't hear the warning bell we have on our equipment. And having him here just scared the daylights out of our risk manager."

3. Use focused question.

PS: "Were you able to get any on-going assistance from the Agency for the Deaf?"

E: "Oh, heavens no. The lady that got us to hire this guy was gone, and we could never find her again."

As you can see, the placement specialist has very skillfully used questions to gather more information about the experience that has contributed to the employer's negative statements about having a disabled worker in the plant. Now that the placement specialist knows the particulars of that experience, the concern can be dealt with (as you'll see in the next chapter). But, if the placement specialist had not been able to question the

employer to learn what it was about the experience that caused the negative attitudes, it would be much more difficult to respond to the employer's statement of concern.

The RehabMark model for using questions effectively can be used at any time during an interaction with an employer to gain information or a better understanding of the employer's feelings or attitudes.

Training Exercise: Generating Questions
Participant's workbook pages 114-115

In this exercise, you will have the opportunity to use questions to (a) gather more information about a company's labor needs, and (b) gain greater understanding of an employer's objections. Let's first look at the company involved:

> Hoboken County Vending Services (HCVS) owns all those colorful trucks you see on the streets and highways with pictures of candy and soft drinks on the side. The company owns fifteen of these delivery vehicles and operates out of a large warehouse on the west side of town. In addition to the drivers, the company employs about 20 people who develop new customers (salespeople), fill customer orders, and perform clerical duties.
>
> HCVS has an excellent reputation in the community and you have targeted them for Account Development based on your assessment that the company is an excellent employer. Informal sources have told you that the company places a high value on hard work and honesty, particularly for their route drivers who work without direct supervision and handle large amounts of cash. In fact, you've been told that they require their route drivers to be bonded. You are interested in verifying this information.

In the following exercise, the company representative with whom you're speaking is Ms. Veronica Vericelli. Ms. Vericelli handles all personnel matters. Drawing on what you have learned about using questions effectively, write a series of questions directed to Ms. Vericelli concerning the company's labor needs.

1. Use open-ended question. (Remember, your purpose is to check on the information you gathered from informal sources that the company places high value on a commitment to hard work and honesty, but you won't want to ask about that directly--yet.)

_____

Ms. Vericelli: "We basically need people who like to work. We don't care whether they have any advanced schooling or anything like that."

2. Use exploratory question. (Remember, you need to know more about the company's criteria for selecting employees.)

Ms. Vericelli: "Well, we need people who get to work on time, who are ready to work when they get here--that sort of thing. We have no room for an individual who doesn't know how to work."

3. Use focused question. (Use this type of question to discover any more specific information that may interest you.)

Participant's workbook page 116

In the next example, you will use questions to gain understanding of an employer's objections to hiring people with disabilities. Assume that you are still speaking with Ms. Vericelli, and she expresses a concern that is difficult for you to respond to without more information. Use questions to gain that understanding.

Ms. Vericelli: "I'm just not sure that your people can do this sort of work."

1. Use open-ended question. (It is very difficult to understand from Ms. Vericelli's statement the exact nature of her concern. Use an open-ended question to give you some guidance for further questioning.)

Ms. Vericelli: "Well, I've seen handicapped people in companies before where they just didn't seem to be doing the job very well."

2. Use exploratory question. (You will want more information about the nature of that 'incompetence' before you can respond appropriately.)

_____

_____

_____

Ms. Vericelli: "I'm thinking about our route drivers. They have to be really on their toes to keep up with the customer orders and to keep the money collection straight."

3. Use focused question. (Use this type of question to learn more about the company's labor needs.)

_____

_____

_____

Video Modeling Tape: Using Questions Effectively

1. Introduction:

   "In this videotape, we will see a practitioner using questions to gather information from the employer and to discover the employer's concerns about hiring persons with disabilities. Watch to see how the practitioner uses open-ended, exploratory, and focused questions."

2. Play "Using Questions Effectively" videotape.

3. Encourage trainees to share their reactions in a brief discussion.

Training Exercise: Skills Practice Role Play
Participant's workbook page 117

Now you will have a chance to practice using questions effectively in a role-play situation. The trainer or another participant will play the role of an employer with whom you are meeting; the situations described below will help structure the interaction. In this exercise, you can practice using questions without any written prompts.

Situation #1

Low-Cost Discount Stores, Inc., is a chain of discount stores with an aggressive growth strategy. At one time, Low-Cost had made public its positive record on hiring people with disabilities, but no longer does. You have been unable to learn anything about the circumstances for this change from informal community sources. Use questions to gather information from Mr. Peters, the Vice President of Personnel.

Situation #2

In your conversation with Mr. Peters, he voices a concern about opening an account with you. He says, "We've already tried that kind of program, and we've found that it's not for us." Ask questions to help you understand the employer's objection.

Situation #3

First City National has a reputation for encouraging the involvement of its staff in civic affairs. In fact, one of its vice presidents sits on the business advisory board of the local supported employment provider. You understand from informal community sources, however, that the bank is probably unwilling to hire any more disabled workers since it feels that it has contributed enough to this effort. You have also heard, though, that the bank is expanding its operations and will be moving some of its workforce to other locations in the region. You wonder what implications this expansion will have for your chances of establishing an account with the bank. Use questions to discover these implications.

Self-Evaluation Checklist for Using Questions Effectively

Participant's workbook page 118

As in the previous chapter, this checklist is provided for your use in assessing your ability to use questions effectively. This checklist will call your attention to covert aspects of your performance that will contribute to effective questioning.

	Yes	No	Needs Improvement
1. Had I decided in advance what kinds of information I would need to acquire through the use of questions?	___	___	___
2. Did I focus my attention on the employer's verbal and nonverbal messages in order to fully understand what he/she was saying?	___	___	___
3. Did I convey interest and acceptance to encourage the employer to continue and elaborate on his/her responses?	___	___	___
4. Did I create an information balance -- that is, provide about an equal amount of information as that provided by the employer -- to promote trust?	___	___	___
5. Was I prepared to shift attention away from the problem as defined by the employer during questioning to the identification of solutions?	___	___	___

Chapter Eleven

Handling Objections

CHAPTER ELEVEN: TRAINER'S GUIDE

Concepts Introduced

1. This lesson is designed to teach trainees how to handle objections employers may have regarding hiring workers with disabilities.

Activities

1. Lecture reviewing the concepts, skills, and examples for each of the topics covered.
2. A training exercise involving a situation example followed by generating the skill statements in writing.
3. A role play exercise to practice skills.
4. A self-evaluation exercise using a checklist.

Training Materials

1. Participant's workbook pages 119-127.
2. Video modeling tape, "Handling Objections".

Equipment Needed

1. Video cassette recorder, training tapes and blank tapes.

HANDLING OBJECTIONS

Introduction

In your dealings with employers, you will no doubt be exposed to a variety of objections to hiring people who are disabled. This chapter is designed to help you deal with those objections in a positive and effective manner. RehabMark takes the position that objections represent an opportunity to share information and to promote awareness about individuals with disabling conditions and their job performance. As you are no doubt aware, there are many misconceptions about disability and the place of disabled individuals in our society. These misconceptions often result in resistance to ideas about disabled people in the workforce. We argue that these objections can be handled effectively by a well-prepared placement practitioner who has sufficient knowledge and skill.

Goals for Training

Participant's workbook page 119

The goals for the training in this chapter are:

1. to be able to use the RehabMark model in meeting objections; and
2. to be able to apply this approach to specific employer objections.

Principles for Handling Objections

Participant's workbook page 120

Meeting objections is perhaps the most difficult part of marketing the services of the placement specialist. Meeting objections effectively requires that the placement practitioner know the advantages of his or her services and be able to express those advantages in a positive manner to overcome objections an employer may present. In meeting objections, it's important:

1. to respond to sincere objections--remember, insincere objections can't be answered;
2. to view objections as an opportunity to promote understanding;
3. that you not answer too quickly;
4. that you not overanswer objections--never magnify an objection; and

5. that you never doubt your answer.

Participant's workbook page 121

Let's look again at Vicksburg Modular Buildings, Inc., and assume that Ms. Stout is presenting one of her concerns about developing an account system to the placement practitioner:

Employer: "I must confess, Jay, that I'm a little reluctant to get into another relationship with the Rehab agency. A couple of years ago, I was contacted by the agency, and I wanted to work with them, but I could never get any response out of those folks over there when I'd call and tell them about a position I had open. After a while, I just gave up on them and didn't even try to work with them anymore."

Practitioner: "I'm really sorry to hear that, Ms. Stout. But I assure you that things have changed. For one thing, the agency has hired me to provide businesses with placement services, and that's all I do. You have my guarantee that if I have a qualified applicant for your position, you'll be able to interview that person within a very short time, probably one day or less. And if I don't have anyone who qualifies for your position, I'll tell you right away so that you can look somewhere else. It's my job to keep businesses happy with my services."

Employer: "Well, that's reassuring."

Participant's workbook pages 122-124

Objections can best be dealt with by providing specific information addressed to the specific objections. The two-step strategy is to indicate to the employer that you understand his or her concern, and then move directly into a proposed solution to the problem implied by the objection. Let's examine several examples*:

Employer (E): "I don't understand why you're coming to me. I thought the United Fund sponsored a workshop for people like your clients. We sure give a lot of money to that every year."

Placement Practitioner (PP): "I'm sure your contribution is important to the workshop's success, and the workshop does good work. But we find that disabled people want to go into the competitive workforce as soon as they can. We believe they are ready to make the move, and that you will find them to be as good at doing their jobs as any of your other employees. And, of course, as soon as they become employed, they become tax-paying citizens."

E: "The kind of work we do is very dangerous. The machinery here is difficult to operate; it's high-speed. And we're constantly upgrading our equipment to take advantage of the latest developments."

PP: "I can understand your concern; your company has a good reputation for safety and for using new technology, and you need a workforce that can work without accidents and can adapt to change. In fact, that generally describes the people we work with. At Emerson Poultry, the fifteen workers I've placed have not had a single accident. And supervisors there have found the workers to be quite flexible about learning new techniques and tools. I'm sure we can meet your particular needs for workers with those characteristics as well."

E: "I'm pleased that you came in to tell me about your services. If you'll leave your business card with my secretary, I'll be sure to give you a call when we have an opening."

PP: "I would appreciate that. And while I'm here, let me mention that I also provide other services you may find useful. One service you might be interested in is providing counseling and referral for employees who have developed personal problems--drug dependencies, marital problems--that are affecting their performance."

E: "We used to employ several disabled people, but the jobs they were doing are now being done by machine."

PP: "I can understand your feeling that you may not have jobs that are appropriate for someone with a disability. But I have found that disabled people can perform satisfactorially in a variety of jobs. Who is running the machines that replaced those jobs? I may be able to refer a qualified, experienced worker for that position, and many others in your plant."

E: "I doubt whether our union will be willing to accept a disabled person."

PP: "Yes, I can see why you might be concerned about the union. But I really feel that your union can be dealt with. If you'd like, I would be happy to speak with your business representative to help negotiate the company's position regarding hiring people who are disabled."

*Some employer objections and responses in this chapter have been modeled on those described in Job placement for the handicapped. (Des Moines, IA: The National Vocational Rehabilitation Job Development Job Placement Institute).

In each of these examples, the placement specialist has expressed understanding of the employer's objection, and has then moved to a description of a possible action or resolution to that objection. In the third example, the employer was attempting to "put off" the placement specialist. Note the method the placement specialist used to respond to the "put off"; the specialist responded with a description of a service that he or she thought might be of particular interest to this employer.

In general, objections should be dealt with using this two-step process, 1) expressing understanding, and 2) proposing specific steps, activities or services that might resolve the objection. This strategy offers the rehabilitation professional the opportunity to educate the employer about persons who are disabled, the rehabilitation process, and aspects of the business-rehabilitation partnership.

Training Exercise: Generating Responses to Objections
Participant's workbook page 125

This example provides you with the opportunity to practice the RehabMark model of handling objections. Let us first look at the employer.

> Fremont Industries is a newcomer to your community. The company has hired 135 new employees, and projects further hiring in the near future. It makes aluminum alloy wheels and is proud that it uses the newest manufacturing technology.
>
> You are meeting with Tony McCormick, the personnel manager at Fremont. You have described the services you provide, and stated the purpose of your visit. Mr. McCormick leans forward to express a concern.

On the lines below, use what you have learned about handling objections to respond to Mr. McCormick's concern.

> Mr. McCormick: "At the last plant I was at, we had a guy who had a birth defect working for us. And that guy really had a chip on his shoulder. He didn't appreciate what we were doing for him at all."

1. Express understanding of the employer's concern.

_____

_____

_____

2. Propose specific steps, activities, or services that might resolve the objection.

_____

_____

_____

Video Modeling Tape: Handling Objections

1. Introduction:

   "In this videotape, you will see how employer objections can be handled effectively. Notice that the practitioner is responding to sincere objections, using objections as an opportunity to promote understanding, not answering too quickly, and not overanswering objections."

2. Play "Handling Objections" videotape.

3. Encourage trainees to share their reactions in a brief discussion.

Training Exercise: Skills Practice Role Play
Participant's workbook page 126

In this section, you will have a chance to practice the RehabMark strategy for handling objections. Below are three situations in which an employer is expressing concern.

Situation #1

The employer, Mr. Rogers, says to the placement specialist, "We don't like to hire people who have serious health problems. Our health insurance costs are going up all the time, and that would just make matters worse."

How can the placement specialist respond effectively and persuasively?

Situation #2

The placement specialist is meeting with the Vice-President of Personnel at Webber Technologies, a producer of biological products for the health industry. The employer, Ms. Smits, assures the placement specialist that "none of the jobs we have in this plant could be done by the kind of people you represent -- they're all highly automated, high-tech jobs."

How should the placement specialist respond?

Situation #3

You are the placement specialist in a rural area with high unemployment. You are meeting with Thomas Bergen, the personnel officer at a small firm that provides services to the agricultural industry. After hearing your presentation, Mr. Bergen says, "I have a neighbor who is disabled. I've never been able to do anything for her."

What might you say to Mr. Bergen?

Self-Evaluation Checklist for Handling Objections

Participant's workbook page 127

Use this checklist to judge your performance in handling employer objections.

	Yes	No	Needs Improvement
1. Did I convey acceptance of the employer in my acknowledgment of his/her concern?	___	___	___
2. Was I vigilant in seeing the employer's concern as an opportunity to promote awareness and understanding?	___	___	___
3. Was I patient and responsive in handling objections?	___	___	___
4. Did I avoid "overanswering" the objection?	___	___	___

Chapter Twelve

Closing to Future Contact

CHAPTER TWELVE: TRAINER'S GUIDE

Concepts Introduced

1. This lesson is designed to help trainees effectively close the initial interaction with the employer. Trainees will be introduced to several types of closes and to a list of general guidelines for using these techniques.

Activities

1. Lecture reviewing the concepts, skills and examples for each of the topics covered.
2. A training exercise involving a situational example followed by generating the skill statements in writing.
3. A role play exercise to practice skills.
4. A self-evaluation exercise using a checklist.

Training Materials

1. Participant's workbook pages 128-137.
2. Video modeling tape, "Closing Techniques".

Equipment Needed

1. Video cassette recorder, training tapes and blank tapes.

CLOSING TO FUTURE CONTACT

Introduction

An accounts relationship consists of a series of transactions, each of which must be closed in a manner that will promote future interactions with the employer. In closing each transaction, the practitioner has two objectives:

1. To obtain the employer's agreement to use an agency service, and

2. To prepare for the next interaction whether or not the current transaction is successful.

Some marketing and sales professionals claim that the use of effective closing techniques is the most important step in developing the account relationship. This single skill paves the way for future interactions which will cement the business-rehabilitation partnership. Without the ability to close interactions effectively, placement specialists may be unable to promote the continued benefit exchange process so crucial to the building of the partnership.

Goals for Training

Participant's workbook page 128

The goals for the training in this chapter are:

1. to be able to choose an appropriate closing technique, and

2. to use several closing techniques appropriately and effectively.

Closing Strategies

Participant's workbook pages 129-130

There are five effective closing techniques for use in employer transactions.

Direct: A simple, highly productive close is to ask for a specific action.

> "Ms. Wagnall, our pre-screened referrals seem to be exactly what you require. How soon would you like to interview applicants for the job in the bookkeeping department?"

Alternative: An old technique that continues to be effective is the presentation of two alternatives, either of which will result in the employer's consent.

"Mr. Jason, which would you prefer--Thursday of this week, or next Tuesday--for my visit to do those job analyses?"

Conditional: Use this type of close when certain prerequisites must be fulfilled.

"If I can provide financial incentive consultation, will you?"

Trial: This proven effective technique moves for consent early in the transaction whenever an appropriate opportunity presents itself. This type of close also identifies the strengths of the employer's objections. When it fails try to obtain consent with another type of close later in the interaction.

"If I can show that our job restructuring consultation will make it possible for Bill to continue in his position, will you try it?

Closed-End: When you sense that it is time to close a transaction, use this technique to check for remaining objections or questions. This will set the stage for a strong closing statement.

"Now, Mr. Employer, is there anything we haven't covered?"

| Participant's workbook pages 131-132 |

Now we will look at examples of these closing techniques. In this first example, the direct close is most appropriate since the employer is apparently willing (and perhaps eager) to establish an account relationship. In such an instance, the placement practitioner should take an early opportunity to close the interaction by making reference to the next step:

"Mr. Asbell, it appears that you have a great need for our services. When is a good time for me to call you with pre-screened applicants for your consideration?"

Or,

"I'm sure you will find the referral service very helpful in your operation. When might I come by to analyze the jobs you have open?"

In each case, the placement practitioner had observed the employer's willingness to initiate a working relationship, and had employed the most simple of all techniques to close the deal.

In this second example, an alternative close is used to present the employer with alternative actions from which to choose:

"You've mentioned your interest in my helping to fill those two positions, Ms. Terrell. Would you rather interview applicants for the clerical position or the production job first?"

Or,

"We've decided that I will be helping you review your affirmative action plan, and helping put together an accommodation for your newly-disabled accounting supervisor. Which would you prefer that I do first?"

The conditional close is used when the account cannot be opened until prerequisite conditions are met. For example:

"Ms. Church, I understand that you must get the approval of the company owner before you can proceed. If you get her approval, can I count on you to place a job order with me for the opening in your telemarketing department?"

Or,

"I would be happy to provide the information you requested. Can I expect that you will be ready to place a job order with me if the information is as you expect?"

In these examples, the placement practitioner is expressing both an understanding of the employer's needs and a desire to move on in the benefit exchange process. The conditional close is an effective method for doing both.

The trial close is generally used during the early parts of an interaction to respond to an opportunity for closure. For example, the employer may have said that his only real concern about entering into an account relationship is the possibility that the supervisor's workload would be increased. The placement practitioner has responded to that objection by expressing understanding and by presenting information about the supervisory needs of workers who are disabled, but the employer seems unconvinced. Because the placement practitioner believes this to be a good employer, the practitioner uses a trial close:

"I can see that your concern is genuine, Mr. Belton. I'd like to make a proposal. Could we agree that I will place an applicant from our program in your company to allow you to observe the demands of the supervisor? If you're satisfied with that experience, then will you agree to establish an account with me?"

Or,

"I understand your concern. Your supervisors are important to your operation. Could we try something--a trial placement for one of our applicants--to let

you see for yourself what the effects on your supervisors will be? Then, if you're satisfied with that arrangement, we can again discuss your opening an account with us."

In each of these examples, the placement practitioner presents an opportunity for the employer to gain experience that will directly address his concern. And more importantly, it allows the practitioner to begin that business-rehabilitation partnership by starting the benefit exchange process.

In the final example, we will examine a closed-end technique. This close is very simple:

"I believe we've covered everything, Mr. Evers, unless you can think of something else?"

Or,

"I think that takes care of everything, don't you, Ms. Richards?"

Remember, it's important for placement practitioners to feel comfortable using effective closing techniques. These are the same effective techniques that have been used by marketing and sales professionals for years, and as such, represent the best there is to offer. We encourage you to view these techniques as tools to be used to benefit employers and your clients.

Training Exercise: Generating Responses to Objections Participant's workbook pages 133-134

Now you will have an opportunity to use each of the closing techniques described earlier.

1. The direct close (ask for a specific action).

   You are making a presentation to Mr. Eisenberg, the Vice President of Personnel at McManness Baking Company, the company that makes those delicious specialty brownies and chocolate chip cookies. Mr. Eisenberg appears to be interested in opening an account; you have answered his questions satisfactorily. You believe that he will agree to give you an order for the shipping job that just opened up.

Use a direct close technique to get the job order:

_____

_____

2. The alternative close (present two alternatives), either of which will result in the employer's consent).

Your meeting today is with Mary Reynolds, a vice president at a large manufacturing facility in your county. Through the effective use of questions, you have learned that Ms. Reynolds has two very pressing needs; first, she must act to get a newly-disabled employee back to work as quickly as possible following an accident which left her with impaired vision, and second, she must respond to an increasing turnover rate in the production section where the company's "itsy-bitsy bedtime reading lamps" are packaged for shipment.

Use the alternative close to present to Ms. Reynolds two attractive possibilities:

_____

_____

_____

3. The conditional close (to be used when prerequisite conditions must be met).

   Terry Willets, who makes the hiring decisions at the corporate office of a quick-stop market chain, says that he is very interested in your services, particularly in helping him with problems of high turnover on the night shift crew. But, he says, he will have to check with the owner of the store chain before he can make a commitment.

Use the conditional close technique:

_____

_____

_____

4. The trial close (to be used early in the transaction when an opportunity for closure presents itself).

   Mr. Thurnwald is the personnel manager for a wholesale nursery operation that supplies plants for retail nurseries and other outlets across the state. His only concern appears to be whether workers with disabilities can withstand the heat and humidity of the greenhouse for long periods of time. With that exception, he is ready to open an account with you.

Use the trial technique to move for close:

_____

_____

_____

5. The closed-end technique (to check for remaining objections or questions).

   Your meeting with Dianne Arbbus at a regional media corporation has gone well. You believe you have answered her questions and handled her objections well. She appears to be ready to agree to an on-going relationship.

Use the closed-end technique to pave the way for a strong closing statement:

_____

_____

_____

Video Modeling Tape: Closing Techniques

1. Introduction:

   "The videotape we are about to watch clearly demonstrates the effective use of closing techniques. The placement practitioner carefully selects a close that is appropriate to the situation. In the first segment, we will see a direct close."

2. Play "Direct Close" segment of videotape.

3. Introduce and play the "Alternative Close" segment.

4. Introduce and play the "Conditional Close" segment.

5. Introduce and play the "Trial Close" segment.

6. Introduce and play the "Closed-End Technique" segment.

Training Exercise: Skills Practice Role Play Participant's workbook pages 135-136

In the following situations, you will have the chance to examine a specific employer-placement practitioner interaction, and decide what type of closing technique would be most appropriate in that situation.

<u>Situation #1</u>

Justine Bates has been meeting with you to discuss the possibility of establishing an account with her company, a supplier of biological materials to pharmaceutical manufacturers. She

appears to be interested in several of the services you have described, particularly the referral service and the review of the company's affirmative action plan.

What kind of close might you use? First, name the closing technique, then write your close.

Closing technique:_____

Close:_____

_____

_____

Situation #2

The employer you've been talking with, Max Springer, has raised several objections during your meeting, but after your response to each objection, he has nodded as though he agrees with your response. You sense that he is in basic agreement with your proposal and has been attempting to anticipate the possible objections of others. You also sense that you might be able to get early consent to establish an account.

What kind of close might you use? First, name the closing technique, then write your close.

Closing technique:_____

Close:_____

_____

_____

Situation #3

The personnel manager of Sisco Food Products, a wholesaler of institutional food products, is Mr. Richard March. During your meeting with Mr. March, he has raised only one objection, whether your clients can keep up with the rapid pace of the work. With that exception, Mr. March has been fairly quiet. You think that Mr. March is willing to enter into an account relationship and you would like to check out your impression.

What kind of close might you use? First, name the closing technique, then write your close.

Closing technique:_____

Close:_____

_____

Situation #4

You have approached the county about establishing an account so that you can refer applicants for their janitorial staff, believing that this kind of work would be quite appropriate for workers with emotional disabilities. The person in charge of hiring staff is Renetta Me Jones. Ms. Jones is concerned about the longevity and productivity of workers with disabilities, but appears to be willing to consider hiring your clients.

What kind of close might you use? First, name the closing technique, then write your close.

Closing technique:_____

Close:_____

_____

_____

Situation #5

You are discussing the possibilities of developing an account with Jake Smythe, who is responsible for personnel policy for the four T-Mart discount stores in your area. Mr. Smythe is very interested in your services, especially since T-Mart has difficulty in attracting good workers. He feels, however, that he needs to enlist the cooperation of the assistant managers in each of the four stores, since they do the actual hiring.

What kind of close might you use? First, name the closing technique, then write your close.

Closing technique:_____

Close:_____

_____

_____

Self-Evaluation Checklist for Impression Management

Participant's workbook page 137

These questions are designed to assist you in determining how well you used impression management techniques in the closing process.

	Yes	No	Needs Improvement
1. Did I use my personal style during the closing process?	___	___	___
2. Did my closing technique open the door for a future interaction?	___	___	___
3. Did I stop marketing when the employer had consented?	___	___	___
4. Was I attentive in taking opportunities to promote related services?	___	___	___
5. Did I make a positive reference to future contacts?	___	___	___

Chapter Thirteen

Putting it All Together

CHAPTER THIRTEEN: TRAINER'S GUIDE

Concepts Introduced

1. This lesson offers the opportunity to put together all the bits and pieces of effective employer relations that have been learned in this module.

Activities

1. A series of role plays in which various situations are presented to the trainee. The trainer will use various "employer" styles during the role plays. Nine different scripts are provided in order to vary the "employer" styles to meet the needs of the group.

Training Materials

1. Participant's workbook pages 138-139.
2. Copies of the Evaluation Scripts 1-9 from Appendix D.

Equipment Needed

1. Video cassette recorder, training tapes and blank tapes.

PUTTING IT ALL TOGETHER

Introduction

This lesson offers you the opportunity to put together all the bits and pieces of effective employer relations that you have learned in this module. In this chapter, several of your colleagues will play the role of employers. You will be asked to practice the skills you have learned. Your preference will be videotaped for your review, and your instructor will be available to provide feedback.

Goals for Training

Participant's workbook page 138

The goals for the training in this chapter are:

1. to enhance your employer relations skills by practicing multiple skills in a realistic setting; and

2. to provide you with feedback regarding your ability to interact effectively with various employer styles.

Training Exercise: Skills Practice Role Play Participant's workbook page 139

This training exercise is the last of the program and involves putting all of the skills and knowledge together in order to conduct a complete employer interaction.

You will be divided into pairs with one partner playing an employer. A script will be presented to each person playing an employer with information about the setting, employer's demeanor, and general conversational components.

Each pair will be videotaped during the role play, and then I will provide feedback on each of the skills called for in the interaction. Remember that you wish to have a complete interview with the employer, and particularly want to display your skills.

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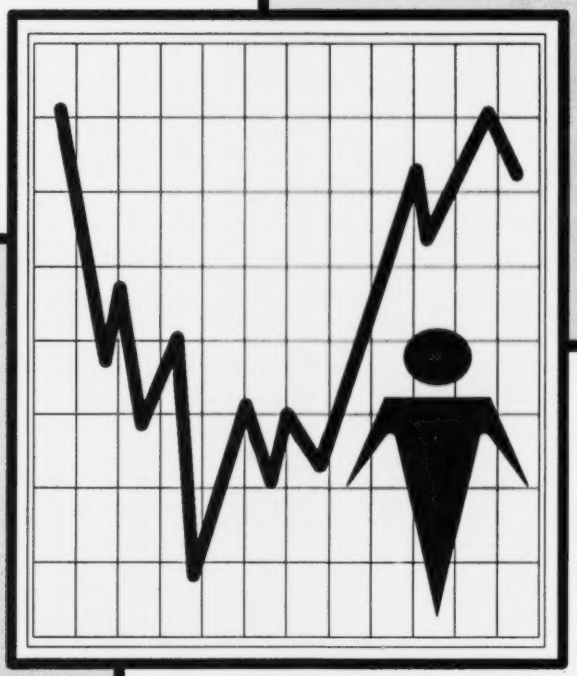

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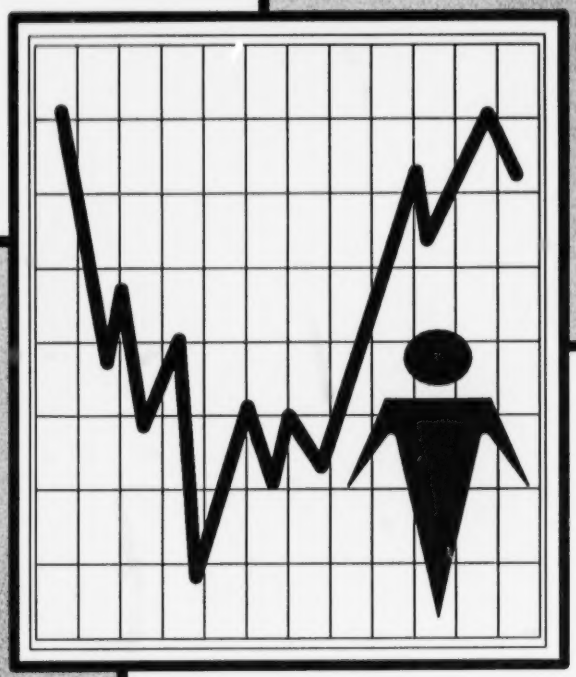
Appendices



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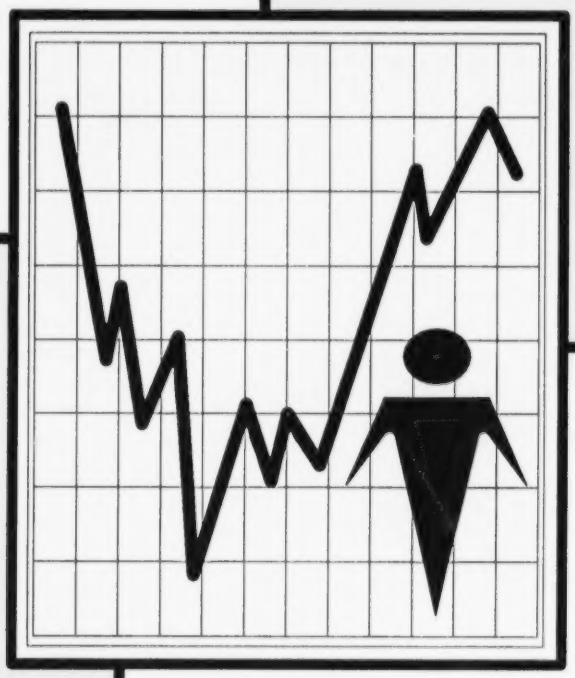
NOTE: The texts for role play and simulation activities (chapters 2, 5, 13) should be copied, cut apart, and individually taped to cards for these training exercises.

Appendix A



Training Aids for Chapter Two Prospecting for Accounts Information

TEXT FOR ROLE PLAY SITUATION CARDS

(Chapter Two)

Situation 1

After a long wait in the doctor's office you notice the woman seated next to you is obviously exasperated. When you solicitously comment "Been waiting long?" she explains that she has taken time from work to get her arthritis checked out. She mentions that she works for a large local manufacturer and has to stand on her feet all day.

Using attention and conversation skills explore this small lead to discover from the worker's perspective what it is like to work for this large manufacturing company.

Situation 2

While shopping for groceries, a former client and his family stop to chat. He tells you that his wife is now working for the same drug store chain but at a different location. He loves his work stocking shelves and taking inventory. She hates her job as cashier and wants to quit.

Use your attention and conversation skills to explore the satisfaction and dissatisfaction expressed by this couple. Attempt to determine what it is like to work for this drug store chain from the worker's perspective.

Situation 3

As you survey the half empty candy machine the supplier hurries up. He apologizes for the delay in filling the machine explaining that his company has installed new machines in five departments out at the new food processing plant and he is filling in until they can hire someone new to cover the additional territory.

Use your attention and conversation skills to explore this worker's perception of work at the new food processing plant as well as his feelings about his own job and the extra responsibilities placed on him. This is an opportunity to explore leads about at least two places of employment. Remember this supplier fills candy machines all across the community.

Situation 4

In the lounge one of your colleagues comments over coffee on your attention to a local supermarket chain. She states "You don't want to waste your time with them. I went over there once but they said they didn't have any jobs our clients could fill. I figured it was more trouble than it was worth."

Use your attention and conversation skills to find out who this colleague talked to, when the contact occurred, and why personnel felt there were no jobs for workers with disabilities. Delve deeper into the basis for her negative feelings about this supermarket chain.

INSTRUCTIONS FOR PROSPECTING

1. Using the materials provided, prospect for four potential accounts. Choose carefully, for you will use these prospects in upcoming RehabMark activities.

2. Identify as much information as you can from the formal sources provided by your trainer and enter it on your four Prospect Organizer Forms.

3. Identify as much information as you can from the informal sources provided by your trainer. Enter it on your four Prospect Organizer Forms.

4. Mark those questions which would best be asked directly of the employer in a face-to-face interview with an "I".

5. Mark those questions which would best be answered on a plant tour with a "PT".

6. Mark information which will require cross checking before it can be verified as accurate with a "CC".

7. For each item that you are unable to find information about list two possible sources you could prospect to locate leads.

8. Be sure you prospect four potential accounts. You will need four prospects for an upcoming simulation activity.

GUIDELINES FOR THE USE OF A PROSPECT ORGANIZER FORM

1. Begin with the employer's name and address.

2. First, use formal sources to identify basic information such as company location, types of jobs, hiring history.

3. Second, use informal sources to identify less obvious details such as transportation alternatives, incentives likely to motivate the employer, etc.

4. Prospect for information that will reveal if employers are exploitative or facilitative.

5. Prospect for information about employers' specific referral and service needs.

6. Prospect for information that will reveal if employers have worked cooperatively with human service agencies, workers with disabilities, minority groups, etc.

7. Continually update the form in your ring binder and in your agency's office file.

8. When entering information which needs to be cross checked to verify accuracy, code the entry with a "cc".

9. Expand the prospect organizer to suit your personal account development needs.

10. Divide your ring binder into sections for each of the employment sectors to track areas that need prospecting, e.g., retail sales, manufacturing, sales, service.

11. Confidentiality should be respected in prospect recording, as in client case recording. This is a professional account development activity, not a gossip column. The forms will eventually be placed in your agency files.

12. Remember you are prospecting for accounts, not jobs.

PROSPECT ORGANIZER FORM

1. Name of firm_____

2. DOT industry title & code #_____

3. Where is the firm located?

   Street_____
   County_____
   City, State, Zip Code_____

4. How do employees commonly get to work?

	Specifics
___Walk, centrally located	_____
___Public vehicle	_____
___Personal vehicle	_____
___Company vehicle	_____

5. Is there an in-house cafeteria? Where is the nearest dining option? _____

6. How accessible is the structure of the facility?

	Specifics
___Parking lot	_____
___Entries/exits	_____
___Restrooms	_____
___Stairs	_____
___Hallways	_____
___Doors	_____
___Drinking fountains	_____
___Telephones	_____
___Aisles	_____
___Emergency exits	_____
___Other	_____

7. Key company personnel

   Hiring agent names_____
   Positions_____

   ___Policy maker ___Policy influencer

   Phone number/extension_____
   Best contact time_____
   Personal interests, concerns, attention getters_____
   _____

   Gatekeeper names_____
   Positions_____

   ___Hiring influencer ___Policy influencer

Phone number/extension_____
Best contact time_____
Personal interests, concerns, attention getters_____
_____

8. What incentives are most likely to motivate this employer?

	Specifics
___Targeted job tax credits	_____
___Subsidized employment	_____
___Subsidized OJT	_____
___Job accommodation	_____
___Other	_____

9. Is there a union? If so, which one? _____

10. What benefits are available to employees?

___Worker's compensation
___Paid sick leave
___Medical insurance
___Paid vacation
___Life insurance
___Other _____

11. What are the general working conditions at the company?

___Inside
___Outside
___In & out
___Cold extremes
___Heat extremes
___Temperature changes
___Wet/humid
___Noise/vibration
___Hazards
___Fumes/odors
___Toxic conditions
___Dust/poor ventilation

12. What are the common situational demands within the company?

___Frequent duty changes
___Repetitive duty
___Following specific instructions
___Acting independently
___Working closely with others
___Working alone/apart
___Directing others
___Influencing others
___Performing under stress
___Evaluating by sensory/judgmental criteria
___Evaluating by measurable/verifiable criteria
___Interpreting by personal viewpoint
___Attaining precise standards/limits

13. What preparation does the employer usually require?

	Specifics
___High school/GED	_____
___College	_____
___Vocational training	_____
___Apprenticeship	_____
___OJT training	_____
___Prior experience	_____
___Licenses	_____
___Certificates	_____
___Union membership	_____

14. What are the hiring procedures?

	Specifics
___Application form	_____
___Interview	_____
___Physical exam	_____
___Special tests	_____

15. Is there a probationary period for new employees? If so, how long?_____

16. What work aids must employees usually provide?

Tools _____
Equipment_____
Uniforms _____
Protective clothing _____

17. What type of work arrangement is typical at this company?

Work Schedule	Shift Assignment	Pay Unit
___Full-time	___1st shift	___Weekly
___Part-time	___Early evening	___Bi-monthly
___Temporary	___Late night	___Monthly
___Seasonal	___Other _____	___Commission

18. What is the company's track record with the agency?

___Has hired agency clients
___Has maintained agency clients
___Has advanced/promoted agency clients
___Uses follow-up services
___Has requested services that are unavailable
___Has made job modifications
___Works cooperatively with agency personnel
___Has worked cooperatively with persons with disabilities
___Has worked cooperatively with minority groups
___Provides in house training
___Has OJT sites
___An Affirmative Action employer

FICTITIOUS INFORMAL INFORMATION
TEXT FOR THE PROSPECTING SIMULATION ACTIVITY

1. Three days ago at the supermarket checkout counter you overheard the woman behind you telling her companion that the fumes at work were irritating her eyes. When she complained to the supervisor, she was told to quit if she didn't like it. She reminded her friend that as the sole support of three children this was not a possiblility. She indicated that other workers were also experiencing eye irritation and were equally unable to quit.

2. This morning you saw the same woman pull into the parking lot at _____ company just before 8:00 a.m. whistle.

3. Your spouse is upset because the office secretary is quitting to take a job with the new _____ company which just relocated here from Chicago and is paying higher wages.

4. While having your teeth cleaned, the dental hygienist told you her brother-in-law has decided to work construction this winter because business is so good they have a lot of unfinished interiors they can do during the cold weather.

5. The gas station attendant tells you he thinks his manager is going to relocate because all the semi-trucks from the new _____ plant are getting gassed across the highway where they can turn around more easily.

6. You son's playmate tells you her daddy has "a temper" because his job "is going away." Daddy works for a large manufacturing firm that has been having labor mediation problems.

7. Last Sunday, your minister asked each member of the congregation to donate canned goods for the families who have been out on strike.

8. On the way out of church you heard one man comment that his sister-in-law was crossing the picket line to act as secretary for the vice-president. She told him the management was really worried and although she hadn't heard anything she feared the worst.

9. When you went to pick up your lawn mower the repairman was still working on it. He complained that he was behind because he just couldn't get good help that would stay for any length of time.

10. Your teenager asks permission to apply for a part-time job in a fast food restaurant. She thinks that she stands a good chance of getting hired at the new Mr. Tasty Chicken that is still in the process of being built.

11. Your teenager's best friend reports that she better get on at Mr. Tasty Chicken because all the jobs at McDonalds are filled. In fact there are hardly any teenagers there. All the jobs are filled with middle aged women and black men who can't find work elsewhere.

12. As you drive along Route 391 that is under construction you notice all the flag men are women and all the equipment operators are men.

13. The evening news announces a surprise closing of a major aluminum plant thirty miles away. Company officials report they lost three million dollars since the beginning of the year and couldn't afford to stay open. The union official agreed.

14. The bank teller who cashes your check seems very happy. When you comment on it she tells you she loves her job and today is her second anniversary of working for the _____ bank.

15. Your son's coach tells you that he is real proud of his boys because they have all done so well following graduation. During the conversation you learn that a local business magnate who is an avid sports fan has hired a number of the athletes.

16. The speaker at your professional association's luncheon mentions that it's been a real problem finding part-time help during the pre-Christmas rush because the high school students are back in school. He describes the motif for the big pre-seasonal promotion beginning soon.

17. When you stop for a quart of milk at the Git and Go the cashier wearily tells you that she will have to work a double shift tonight because the 7 to 11 worker just quit unexpectedly. She reports that this is the third time that has happened on that shift.

18. During a hospital visit to your nephew who has had his tonsils removed, you learn from the LPN that she is concerned for her job. She explains that recent hospital reorganization has reduced the need for low level personnel and the market is just flooded with LPNs.

19. On the way out of the hospital you pick up a brochure that advertises the new nursing home operated by the hospital and announces the uncoming groundbreaking for an extended care facility.

20. Who would believe it? There is another hotel going up downtown right across from the city auditorium. That makes six now in that immediate area.

21. When you comment to your neighbor that the bad weather must have brought an untimely end to the strawberry crop, she tells you that the owner took the sign down because he couldn't get anyone to work out in the field and the berries rotted on the vines.

22. An ex-client of yours comes up during intermission at the movies and introduces his wife. He explains that they both work at the bakery now but she hates her job because she has to stand in one place all day. He says the standing doesn't bother him.

23. When your car conks out you take a taxi to your next appointment. The driver says he hates the job because its so boring but it was all he could find. He applied all over town but no one will hire him because he spent six weeks in the detox unit and everyone knows about it. He gripes that no one will give him a chance bcause employers all think once an alcoholic always an alcoholic.

24. You spot an ex-client who is mentally retarded on the street. He tells you that he likes his work as a janitor at the jail. He says the other employees picked on him at first but his boss stood up for him and now no one makes fun of him. He happily relates details of his work mentioning that the food hasn't been too good lately because the regular cook quit and the secretary is filling in.

25. In disgust you realize that the machines at the laudromat are so dirty you hesitate to use them. Another woman agrees with you observing that its been a long time since they got someone reliable to clean the place.

26. Your waitress at a franchise restaurant catches her skirt on a protruding nail and tears a sizeable hole. She is visibly upset and in talking with her you learn that all employees must purchase their own uniforms. Because her wages are so small she has been unable to purchase extra uniforms. She is certain she will be criticized by the supervisor for wearing a patched uniform skirt and she worries she may loose her job.

27. The young clerk at the local outlet of a dry cleaning chain chats with her co-workers while collecting your items. She mentions that she has taken special pains with her appearance today because she has a date right after work. She comments sourly that it will all be for nothing because she will reek of dry cleaning fluid. The two begin to discuss the effect dry cleaning fumes have had in their relationships. The co-worker comments that she has given up having lunch at the corner restaurant because other customers give her dirty looks. She adds that her husband complains that even on weekends he can still smell it on her hair.

28. The department store cashier is obviously feeling ill. When you suggest that she go home and take care of herself, she says she can't afford to because she doesn't get sick leave. This is not the first bad cold she's had. In fact, all the cashiers get sick because they stand near the door where the cold air comes in. She feels the constant blasts of cold air when customers enter and leave the store cause illness. In conclusion she states that it's fortunate that its only colds because she doesn't know what she'd do if she really got sick because there is no medical insurance and she can't afford to buy any on her wages.

29. While trying to decide which pork roast to buy you overhear two men complaining that they are really having trouble meeting production deadlines. It appears that new employees are slow and make too many mistakes. Further griping focuses on several new mentally retarded employees who were hired to satisfy affirmative action. One of the men angrily states "Yeh, they comply with the law all right. What that means is they dump these guys on us and we have to figure out what to do with them. They can't even operate simple machines--none of them have had any training."

30. The evening paper announces the groundbreaking for a new industrial park. You notice that it is located some distance from downtown, outside the range of public transportation.

31. One of your colleagues who works for an agency offering residential alternatives to developmentally disabled adults is in charge of vocational programming. She reports that a local food processing plant located well outside the city limits, has hired a number of her clients. Further discussion reveals that she is transporting clients to and from work in the agency van.

32. One of the developmentally disabled adults in your colleague's program tells you that he is glad to be working even though it's hard physical labor. He says he loads bins of unprocessed food and pushes them to an area to be processed. It's obvious from his appearance that the work tasks cause his clothes and person to get wet and stained. He says it's cold, too; it has to be or the food would spoil. He says he hasn't had much of a chance to get acquainted with other workers yet because all the clients work in the same area.

Appendix B

Training Aids for Chapter Three Targeting Potential Employers for Account Development

DIRECTIONS FOR TARGETING SIMULATION

1. Complete Agency Appraisal Forms first. If you are currently employed by an agency, enter the services your agency has available and those you can coordinate with other local human service agencies. If you are not employed, create hypothetical benefits and needs.

2. Complete Employer Appraisal Forms for each of the 4 prospects you identified in the previous prospect simulation.

3. Compare the Appraisal Need Forms and Appraisal Benefit Forms to identify matches. Pick the two most likely candidates for a benefit exchange.

4. Complete a Target Account Pre-Planner Form for the two companies.

5. Use care in the selection of your two targeted companies. These employers will be used in the upcoming preapproach activity.

AGENCY BENEFITS REFERENCE LIST

Regularly

Job Candidate Referral

Job Analysis

Job Modification

Job Restructuring

Barrier Removal Consultation

Post Employment OJE

Post Employment OJT

On-the-Job Training

Occasionally

Disability Awareness Training

Tax Credits

Affirmative Action Consultation

Worker's Compensation Reduction Consultation

Second Injury Law Consultation

Rarely

Wage Subsidies

Capital Equipment Deductions

Troubled Employee Counseling

Accommodation Costs

Adaptive Equipment Costs

AGENCY BENEFITS APPRAISAL GUIDE

Benefits	Time Frames	Available In-House	Coordinated Through Local Agencies
Regularly			
1.			
2.			
3.			
4.			
5.			
6.			
Occasionally			
1.			
2.			
3.			
4.			
5.			
6.			
Rarely			
1.			
2.			
3.			
4.			
5.			
6.			

AGENCY NEEDS REFERENCE LIST

1. Job Forecast Information

2. Employment Opportunities

   a. Initial
   b. Maintenance
   c. Advancement

3. Pre-Employment Opportunities

   a. On-the-Job Evaluation
   b. On-the-Job Training
   c. Work Shadowing

4. Post-Employment Opportunities

   a. On-the-Job Evaluation
   b. On-the-Job Training

5. Employment Alternatives

   a. Supported Work Sites
   b. Job Sharing
   c. Consultation Work
   d. Part-Time Work
   e. Reduced Work Load
   f. Altered Job Responsibilities

6. Employment Environments

   a. Barrier Free
   b. Barrier Removal Opportunities
   c. Modified Work-Sites
   d. Restructured Jobs
   e. Transportation Alternatives

7. Employment Enhancement Opportunities

   a. Interpreters
   b. Readers
   c. Co-Workers Assistance
   d. Adaptive Equipment
   e. In-Plant Mobility

8. Community Recognition

   a. Referrals from Local Employers
   b. Business Advisory Councils

AGENCY NEEDS APPRAISAL GUIDE

Needs	Regular	Occasional	Rare
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

EMPLOYER NEEDS REFERENCE LIST

1. Job Candidate Referral System

    a. Speedy
    b. Appropriate

2. Job Ready Applicants

    a. Basic Literacy
    b. General Work Skills
    c. Trained in Special Skills

3. Work Ready Applicants

    a. Productive
    b. Flexible
    c. Accepting of the Work Role

4. Consultation

    a. Retention of Workers Disabled During Employment
    b. Job Identification
    c. Job Analysis
    d. Job Modification
    e. Job Restructuring
    f. In-Plant Mobility
    g. Barrier Removal
    h. Disability Awareness Staff Training
    i. Affirmative Action
    j. Selection Interview Procedures
    k. Assessment of Work Potential

5. Cost Reduction

    a. Worker's Compensation
    b. Second Injury Law
    c. Accommodation
    d. Adaptive Work
    e. Interpreters/Readers
    f. Tax Incentives
    g. Wage Subsidies
    h. Post-Employment OJE
    i. Post-Employment OJT
    j. Troubled Employee Counseling

6. Community Recognition

    a. Media Reports Featuring Employees with Disabilities
    b. Business Advisory Council

EMPLOYER NEEDS APPRAISAL GUIDE

Needs	Regular	Occasional	Rare
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20			

EMPLOYER BENEFITS REFERENCE LIST

1. Information about Job Forecasts and Local Labor Market Trends

2. Employment Opportunities

    a. Initial
    b. Maintenance
    c. Advancement

3. Variety of Work

    a. Clerical
    b. Sales
    c. Services
    d. Management/Administrative
    e. Technical/Professional
    f. Labor

4. Evaluation Sites

    a. Post-Employment
    b. Pre-Employment

5. Training Sites

    a. Pre-Employment
    b. Post-Employment

6. Workers Disabled During Employment

7. Staff Training

8. Community Recognition

    a. Recommendations/Referrals to Other Employers
    b. Media Coverage
    c. Company Newsletters
    d. Business Advisory Council Members

EMPLOYER BENEFITS APPRAISAL GUIDE

Benefits	Regular	Occasional	Rare
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

GUIDELINES FOR USE:
TARGET ACCOUNT PRE-PLANNER FORM

1. Determine which benefits might be most appropriate in meeting this employer's needs and enter them on the form. If your prospecting activities have revealed any potential impediments, such as union seniority regulations, enter these and possible alternatives to them.

2. Decide on an objective for your first meeting with the potential account member. Remember that you know very little about the employer at this point despite prospecting activities. The employer knows less about you and your account system. Your objective will therefore center around information sharing that will establish an accounts relationship.

3. Decide exactly what information to present in that first meeting. Keep in mind that effective account developers relate specific benefits to specific employer needs.

4. Use small talk opening remarks which you know from your prospecting will be meaningful to the individual employer. This is a good time to give references or mention names of people you both are acquainted with.

5. Examine your Prospect Organizer Form and determine what information you still need to know or what is unverified. This will help you prepare questions to ask during the first meeting.

6. Your Prospect Organizer Form may also alert you to potential objections. Write these down so you can prepare for them should the employer grant you an interview.

7. Prepare closing remarks that will succeed in scheduling a second meeting. One effective close is to set up a time to meet and share information you will obtain in the interim to answer the employer's questions. Remember, it is effective to plan ahead, so write several possible closing remarks on the form.

TARGET ACCOUNT PRE-PLANNER FORM

1. Company Name:_____

2. Person to See:_____

___Decision maker ___Decision influencer

3. Exchange Profile:

Anticipated Needs	Benefits to Offer
_____	_____
_____	_____

Anticipated Impediments	Possible Alternatives
_____	_____
_____	_____
_____	_____

4. Primary Interview Objective:

_____

5. Opening Remarks:

_____

6. References to Present:

_____

7. Benefits to Emphasize:

_____

8. Questions to Ask:

_____

9. Anticipated Objections:

_____

10. Closing Remarks:

_____

Appendix C

Training Aids for Chapter Five Developing the Confidence of Potential Account Members

TEXT FOR ROLE PLAY SITUATION CARDS

Situation 1: Employer Role

You will role play an employer who exhibits silent behavior. Sit back and give your partner the entire responsibility for the interview. Look directly at them but do not give many verbal or nonverbal reactions to what they are saying. Wait for them to convince you. Don't try to rescue them if an awkward silence occurs. Let them carry the ball. Use some of the following statements:

If I hire employees through your agency, how will this effect our company benefits?

I doubt whether our Union will be willing to accept a disabled person.

I don't believe a disabled person can be employed here.

Are your clients going to require a lot of training after they're hired?

Situation 1: Placement Specialist Role

This is your first interview with an employer who exhibits silent behavior. Remember the synchronization techniques for encouraging dialogue with an employer exhibiting silent behavior.

1. Personalize the exchange.
2. Ask questions.

Situation 2: Employer Role

You will role play an employer who exhibits procrastinating behavior. Give evidence that you are enjoying the conversation with the placement specialist but refuse to commit to any action. Postpone all plans until an indefinite time in the future. Do not actually agree to accept responsibility for anything. Use some of the following statements:

We really can't commit ourselves to this kind of project right now.

We just have to wait until after the first of the year.

We're simply too busy right now.

I don't know--I have a lot of groundwork to lay before I could sell this idea here.

I'm sorry, we'll just have to wait.

Oh sure, you can call back in a few months.

Situation 2: Placement Specialist Role

This is your first interview with an employer who exhibits procrastinating behavior. Remember the synchronization techniques for encouraging dialogue with an employer exhibiting procrastinating behavior.

Be positive and self-assured.

List benefits the employer will lose if he/she doesn't utilize a service.

Avoid overpowering the employer.

Situation 3: Employer Role

You will role play an employer who exhibits slow-methodical behavior. Give a lot of attention to every aspect of the presentation. Ask for a lot of information about every point. Require your partner to cover every aspect of employing workers with disabilities. Don't let them progress from a topic until it is covered thoroughly. Remain unconvinced until each aspect is thoroughly explored. Don't respond if they try to get you to move at a faster pace. Use some of the following statements:

I'd like to present this idea to my supervisor. Would it be possible for you to provide me with a letter outlining your services?

We've been using Employment Security for a long time, and I really don't see any need for another agency.

I know we had a disabled person here once--it didn't work out.

Situation 3: Placement Specialist

This is your first interview with an employer who exhibits slow-methodical behavior. Remember the synchronization techniques for encouraging dialogue with an employer exhibiting slow-methodical behavior.

Be deliberate.

Be purposeful.

Systematically build your presentation step by step.

Situation 4: Employer Role

You will role play an employer exhibiting talkative, over-enthusiastic behavior. Display high enthusiasm both verbally and nonverbally. Ask questions or suggest activities that are premature. Refer back to topics already covered. Try to make plans too far in the future. Move irratically over the issue of

employing workers with disabilities so both you and your partner have trouble keeping track of the purpose of the interview. Use some of the following statements:

What about our health insurance costs?

Will you be around to help these people adjust?

I've worked with social agencies before and its never worked out

I can't imagine this kind of program isn't going to cost us anything.

Situation 4: Placement Specialist

This is your first interview with an employer exhibiting talkative, over-enthusiastic behavior. Remember the synchronization techniques for encouraging dialogue with an employer exhibiting talkative, over-enthusiastic behavior.

Be brief.

Be direct.

Repeatedly bring the employer back to the topic.

Situation 5: Employer Role

You will role play an employer who exhibits argumentative behavior. You will take issue with information that is not profit oriented. You will insist that benefits are services appropriate for the world of work. You will not be impressed by humanitarian benefits. Probe each point thoroughly by asking very pointed questions. Use some of the following statements:

Our plant is just not set up for disabled workers.

Can you convince me that these people are really ready for work?

How do you help these people get use to working once they're on the job?

Situation 5: Placement Specialist Role

This is your first interview with an employer who exhibits argumentative behavior. Remember the synchronization techniques for encouraging dialogue with an employer exhibiting argumentative behavior.

Speak sincerely.

Show respect.

Calmly persist when he/she trys to test your patience.

Refuse to wrangle.

Situation 6: Employer Role

You will role play an employer who exhibits opinionated behavior. Assume a very strong opinion about the ability of workers with disabilities to be productive, flexible, safe, etc. Express confidence that your company is already doing all it can. Be sensitive to any indications of insincerity, lack of respect for employers, or disregard for profit-productivity constraints. Be ready and eager to defend your opinions whenever an opportunity presents itself. Use some of the following statements:

How much supervision do these people require?

What am I supposed to do when we have attendance problems with these people?

I don't think this program would do us any good.

We sure don't need people around here who can't get along with our other employees.

Situation 6: Placement Specialist Role

This is your first interview with an employer exhibiting opinionated behavior. Remember the synchronization techniques for encouraging dialogue with an employer who exhibits opinionated behavior.

Listen attentively.

Compliment the employer on any achievements the company has made.

Avoid arguing.

Situation 7: Employer Role

You will role play an employer who exhibits skeptical-suspicious behavior. Ask for assurances that services will be efficient and useful for your company. Question how referrals will be prescreened and qualified for job openings. Ask for documented evidence of the productivity of workers placed within your community. Ask for national statistics but show particular interest in disabled workers within your local community. Ask for references from other local employers to verify the quality of the agency's services. Watch closely for signs that the placement spsecialist is hesitant to address the practical demands of jobs in your company. Use some of the following statements:

What would you do if one of your clients came to work here and we had some real problems?

We sure don't need people around here who can't get along with other employees.

I don't see how a person with a mental problem can be expected to be a good worker.

Situation 7: Placement Specialist Role

This is your first interview with an employer who exhibits skeptical-suspicious behavior. Remember the synchronization techniques for encouraging dialogue with an employer exhibiting skeptical-suspicious behavior.

Presented published statistics.

Present local statistics.

Make conservative statements.

Acknowledge the employer's expertise and knowledge.

Situation 8: Employer Role

You will role play an employer who exhibits overcautious-timid behavior. Your company is having serious problems in achieving an acceptable profit margin in today's business climate. Listen carefully for solid evidence that employment of disabled workers is guaranteed to improve production. Ask for evidence of the productivity of disabled workers within your local community. Ask if other local employers have found the agency's services to be effective. Explain that costly mistakes mean economic disaster for your company; that every penny, every company resource must be carefully evaluated to insure against loss. Use some of the following statements:

Can this type of program be justified on a cost-effective basis?

We're very concerned here that our fringe costs don't increase.

Now what kind of evidence do you have from local employers that this is a good idea?

Situation 8: Placement Specialist Role

This is your first interview with an employer who exhibits overcautious-timid behavior. Remember that synchronization techniques for encouraging dialogue with an employer exhibiting overcautious-timid behavior.

Progress slowly.

Use simple logic and reassurances for each point.

Build a step by step cumulative presentation with local and published statistics.

Situation 9: Employer Role

You will role play an employer who exhibits impulsive-changeable behavior. Initially, react in a positive manner. As the interview progresses, however, alternate between exaggerated positive and negative expressions. Express your perception of problems as overwhelming obstacles and benefits as huge rewards. React strongly or over-react to each detail of information presented. Use some of the following statements:

I'm just afraid my boss will object.

Oh, I'm very interested but I just can't do it right now.

I'd really like to have the names of some other employers I can call to see how the programs worked for them.

How have you been received by other employers in the area?

Situation 9: Placement Specialist Role

This is your first interview with an employer who exhibits impulsive-changeable behavior. Remember the synchronization techniques for encouraging dialogue with an employer exhibiting impulsive-changeable behavior.

Work quickly.

Cover only the important points.

Save details for appropriate opportunities in future interviews.

Situation 10: Employer Role

You will role play an employer who exhibits irritable-impatient behavior. Make it clear that you are overburdened by pressing practicalities of work in your firm. Try to explain the problems your company is experiencing. React negatively or show impatience if there is no expression of interest in your problems or concerns. Act if this interview is adding to your burden and wasting valuable time. Use some of the following statements:

Why are other employers getting involved in this?

What can I expect in terms of sick leave from workers with disabilities?

We are very concerned about productivity. I bet we're going to get low productivity types.

My boss is going to want to know what it is going to cost.

Situation 10: Placement Specialist Role

This is your first interview with an employer exhibiting irritable-impatient behavior. Remember the synchronization techniques for encouraging dialogue with an employer who exhibits irritable-impatient behavior.

Ask questions to identify the real, underlying problems.

Listen attentively.

Encourage the employer to elaborate or explain concerns.

Present a variety of options.

Encourage the employer to select benefits most useful for the company.

Appendix D

Training Aids for Chapter Thirteen Putting It All Together

ROLE PLAY EXERCISE - EVALUATION SCRIPTS

EVALUATION SCRIPT #1

Setting: Office setting, with desk and chairs on either side. Chairs placed so that both employer and placement specialist are visible to video camera.

Your Demeanor: You're playing the "silent prospect" type of employer. Sit back and give the account developer the entire responsibility for the interview. Don't attempt to rescue the practitioner if an awkward silence occurs. Look directly at them but don't display obvious verbal/nonverbal responses indicative of your reaction. Wait to be convinced. Let the practitioner carry the ball.

General Conversational Components

1. Greeting

2. Small talk

3. Use question: "If I hire employees through your agency, how will this affect our company benefits?"

4. Use question: "Are your clients going to require a lot of training after they're hired?"

5. Ask for action: "Could you send me any information you've got on (insurance rates, workers' compensation) and how it changes if we'd hire someone with a disability?"

6. Use objection: "I know we had a deaf person here once--it didn't work out."

7. Use objection: "I'm not sure our union will feel too good about this idea."

8. State interest in developing an account if and when asked: "Yes, I'm very interested in starting something like this. I'll need to check with my boss and get her OK first, though."

EVALUATION SCRIPT #2

Setting: Office setting, with desk and chairs on either side. Chairs placed so that both employer and placement specialist are visible to video camera.

Your demeanor: You're playing the "procrastinating prospect" type of employer. Approach the interview hesitantly. Refuse to commit to any action. Enjoy conversing with the Account Developer but don't actually agree to anything or accept any responsibility for anything. Postpone all definite plans until an indefinite time in the future.

General Conversational Components:

1. Greeting

2. Small talk

3. Use question: "I'm very concerned about safety in our plant, and I've spent a lot of time training our people how to do things right. What's the safety record of disabled workers?"

4. Use question: "What about our bathrooms? Are we responsible for the cost of modifications or will your agency underwrite the cost?"

5. Ask for action: "I need to have information to support this idea. Can you send me something written?"

6. Use objection: "I really don't see why we should be hiring disabled people since we've had to lay off some of the second shift people recently. If we have a chance, we'll be hiring them back first."

7. Use objection: "Our supervisors here probably won't like this idea much."

8. State no interest in developing an account if and when asked: "We really can't commit ourselves to this kind of project right now. We just have to wait until after the first of the year. We're simply too busy right now."

9. If asked for objection, state: "I don't know--I'd have a lot of ground work to lay before I could sell this idea here. People just aren't ready for this."

10. If asked again regarding interest, state: "I'm sorry, we'll just have to wait."

11. If asked, agree to the placement specialist making a future contact: "Oh, sure, you can call back in a few months."

EVALUATION SCRIPT #3

Setting: Office setting, with desk and chairs on either side. Chairs placed so that both employer and placement specialist are visible to video camera.

Your demeanor: You're playing the "talkative, over-enthusiastic" type of employer. Don't allow the account developer to have control of the interview. Interject irrelevant topics into the conversation. Ask questions or suggest activities that are premature, refer back to topics already covered, or plan too far in the future. Move erratically over the issue of employment of workers with disabilities so the practitioner loses track of his/her presentation. At all times, display high enthusiasm verbally and nonverbally.

General Conversational Components:

1. Greeting

2. Small talk

3. Use question: "We're a Union shop here; have you had any experience working with unions?"

4. Use question: "Are there any disincentives for me to consider hiring people with disabilities?"

5. Ask for action: "I'd like to present this idea to my supervisor. Would it be possible for you to provide me with a letter outlining your services?"

6. Use objection: "I'm concerned about the way other workers here will react to having a handicapped person around."

7. Use objection: "We've been using Employment Security for a long time, and I really don't see any need for another agency's help."

8. State interest in developing an account if and when asked: "We'd like to consider it. If you'd send me a letter specifying your services, I'll see what I can do."

EVALUATION SCRIPT #4

Setting: Office setting with desk and chairs on either side. Chairs placed so that both employer and placement specialist are visible to video camera.

Your demeanor: You're playing the "impulsive or changeable" type of employer. React strongly to the account developer's initial proposal but as the practitioner moves from general to specific details, rapidly reverse your response. With each new bit of information move from strongly positive to strongly negative. Some details present overwhelming obstacles, others offer huge rewards. React strongly to each detailed bit of information.

General Conversational Components:

1. Greeting

2. Small talk

3. Use question: "What about our health insurance costs? Will they go up?"

4. Use question: "Will you be around to help your clients adjust to their new jobs?"

5. Ask for action: "Can you send me a list of services that you'd be able to provide for us?"

6. Use objection: "I can't imagine that this kind of program isn't going to cost us anything."

7. Use objection: "I've worked with social agencies before and it's never worked out."

8. State no interest in developing an account if and when asked: "I'm sorry, I just don't think this thing would do us any good. We're not the employer you're looking for."

9. If asked for objection state: "I'm just afraid that my boss would object."

10. If asked again regarding interest, state: "Oh, we're very interested, but we just can't do it now."

11. If asked, agree to the placement specialist making a future contact: "Sure, yeah, call again in a few weeks. Maybe Mr. Stenson will be of a different mind then."

EVALUATION SCRIPT #5

Setting: Office setting with desk and chairs on either side. Chairs placed so that both employer and placement specialist are visible to video camera.

Your demeanor: You're playing the "argumentative" type of employer. Don't allow any topic to be covered quickly. Probe each aspect thoroughly asking very pointed questions of the account developer. Take issue with information that is not profit oriented. Insist that the practitioner offer benefits beyond humanitarian contributions that will be appropriate for the world of work.

General Conversational Components:

1. Greeting

2. Small talk

3. Use question: "Can you convince me that these people are really ready for work?"

4. Use question: "How do you help these people get used to working once they're on the job?"

5. Ask for action: "Can you give me the names of some companies (or people) you've worked with in this area?"

6. Use objection: "I'm a little skeptical that somebody with a learning disability would be able to do the kind of work we need done here."

7. Use objections: "Our plant is just not set up for disabled workers."

8. State interest in developing an account if and when asked: "I guess we could consider having an account with you. If you'd call me again in a week or so, we can set up an appointment to talk about what we need to do next."

EVALUATION SCRIPT #6

Setting: Office setting with desk and chairs on either side. Chairs placed so that both employer and placement specialist are visible to video camera.

Your demeanor: You're playing the "opinionated" type of employer. Assume a very strong opinion about the ability of workers with disabilities to be productive, flexible, safe, etc. Be ready to argue to defend your opinions should the opportunity present itself. Be confident that your company is already doing all it can in this area. Be sensitive to any indications of insincerity of lack of respect for employers and the constraints upon them.

General Conversation Components:

1. Greeting
2. Small talk
3. Use question: "How much supervision do your clients require?"
4. Use question: "Would you be sending us somebody that couldn't talk with his supervisor?"
5. Ask for action: "Would you be willing to take a call from our plant accountant about worker's compensation?"
6. Use objection: "My plant manager is a real sticklet about treating everybody equally."
7. Use objection: "What am I supposed to do when we have attendance problems with your clients?"
8. State no interest in developing an account if and when asked: "I just don't think that right now is a good time to be considering this. We've just got too much else to do right now."
9. If asked for objection, state: "We're not your ordinary everyday employer, and I'd like for you guys to get a little more experience before we have you work with us."
10. If asked again regarding interest, state: "No, this isn't the right time."
11. If asked, agree to the placement specialist making a future contact: "OK, I'll talk to you again and see how you're doing."

EVALUATION SCRIPT #7

Setting: Office setting with desk and chairs on either side. Chairs placed so that both employer and placement specialist are visible to video camera.

Your demeanor: You're playing the "skeptical-suspicious" type of employer. Critically evaluate the account developer's presentation for assurances that services will be efficient and useful for your company. Question the practitioner to identify how referrals will be prescreened and qualified for job openings. Look for documented evidence of the productivity of workers with disabilities nationally but particularly within your local community. Ask for references from other local employers verifying the quality of the agency's services. Approach this issue with a highly cautious attitude--after all, you know the constraints within your company and the practitioner who is motivated by humanitarian sentiment does not. Watch closely for signs that the practitioner is unaware of or hesitant to address the practical demands of jobs in your firm.

General Conversational Components:

1. Greeting

2. Small talk

3. Use question: "What would you do if one of your clients came to work here and we had some real problems with him?"

4. Use question: "How have you been received by other employers in the area?"

5. Ask for action: "I'd really like to have the names of some other employers I can call to see how the program's worked for them."

6. Use objection: "I don't see how a person with a mental problem can be expected to be a good worker."

7. Use objection: "We sure don't need people around here who can't get along with our other employees."

8. State interest in developing an account if and when asked: "Well, you've pretty much convinced me that this whole thing is a good idea. Yeah, I'd be willing to give it a try."

EVALUATION SCRIPT #8

Setting: Office setting with desk and chairs on either side. Chairs placed so that both employer and placement specialist are visible to video camera.

Your demeanor: You're playing the "overcautious-timid" type of employer. Serious problems in achieving an acceptable profit margin in today's business world make you very aware that costly mistakes mean economic disaster. Every penny, every company resource must be carefully managed. No chances can be taken, every move must be carefully evaluated to insure against loss. Listen carefully to the account developer's presentation for solid evidence that employment of disabled worker is guaranteed to improve production. Look for evidence of disabled workers' productivity within your local community and for evidence that other local employers have found the agency's services to be effective.

General Conversational Components:

1. Greeting

2. Small talk

3. Use question: "Can this kind of program be justified on a cost-effective basis?"

4. Use question: "Now what kind of evidence do you have from local employers that this is a good idea?"

5. Ask for action: "I'd like to get together all the information I can on this program before I present it to top management. Can you send me any studies that you are aware of?"

6. Use objection: "We are very concerned here that our fringe costs don't increase. How would this program affect that?"

7. Use objection: "I sure hate to start out a program like this without having used your agency before."

8. State no interest in developing an account if and when asked: "I don't think we'd be interested right now."

9. If asked for objection state: "I just can't be sure that this thing would work."

10. If asked again regarding interest, state: "Maybe later, but not right now."

11. If asked, agree to the placement spescialist making a future contact: "Sure, I'd talk to you again. Just give me a call."

EVALUATION SCRIPT #9

Setting: Office setting with desk and chairs on either side. Chairs placed so that both employer and placement specialist are visible to video camera.

Your demeanor: You're playing the "grouchy" employer. Overburdened by the pressing practicalities of work in your firm, react negatively to the account developer who is asking you to add to your burden. The stress you feel is expressed in irritable responses. Seek to relieve your stress by explaining your concerns and objections to the practitioner so they will understand what the basic problems are that will have to be addressed. Practitioners who do not listen or indicate interest in your concerns will escalate your stress and hence your irritable reaction.

General Conversational Components:

1. Greeting
2. Small talk
3. Use question: "Why are other employers getting involved in this?"
4. Use question: "What can I expect in terms of sick leave from workers with disabilities?"
5. Ask for action: "Can you send me some statistics on sick leave?"
6. Use objection: "We are very concerned about productivity. I bet we're going to get low productivity types."
7. Use objection: "My boss is going to want to know what it is going to cost."
8. State interest in developing an account if and when asked: "Oh, I think it's worth a try, even though it's going to mean a lot of extra work for me."

Appendix E

Materials to Produce Transparencies for Lectures

Modules One & Two

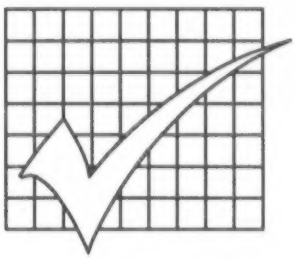
A Systematic Approach

Increases the exposure of the rehabilitation agency in the local community

Expands the agency's contribution to community members

Benefits a number of clients at the same time

Efficiently uses time, energy, and resources



Rationale for A Systematic Approach

1. The need for employer development

2. The need for employer-rehabilitation partnerships

3. The need for an enhanced practitioner role

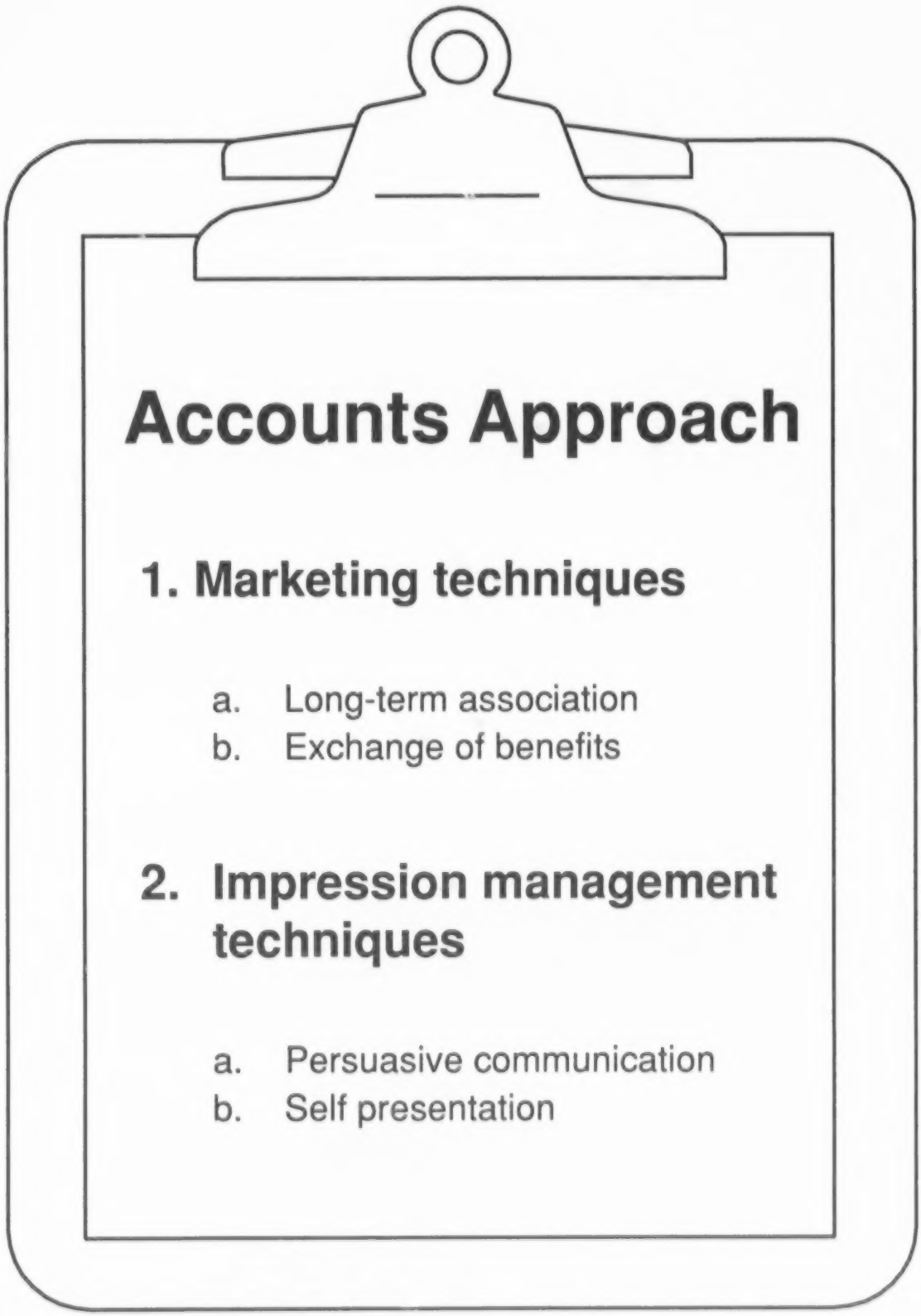
4. The need for effective employer interaction skills

5. The need for persuasive communication skills

RehabMark Goals

1.
To meet the needs
of clients

2.
To meet the needs
of employers



Accounts Approach

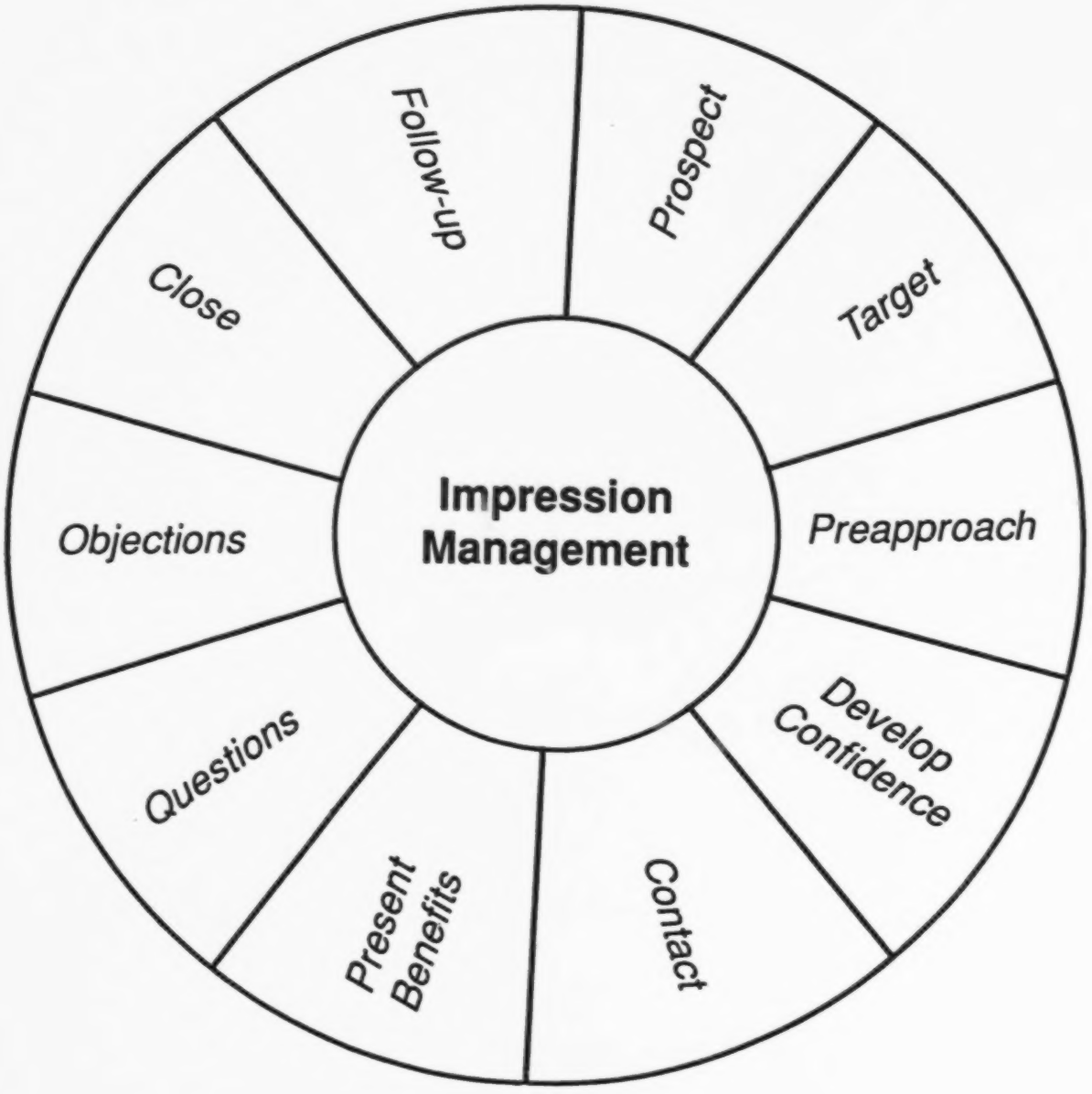
1. Marketing techniques

a. Long-term association
b. Exchange of benefits

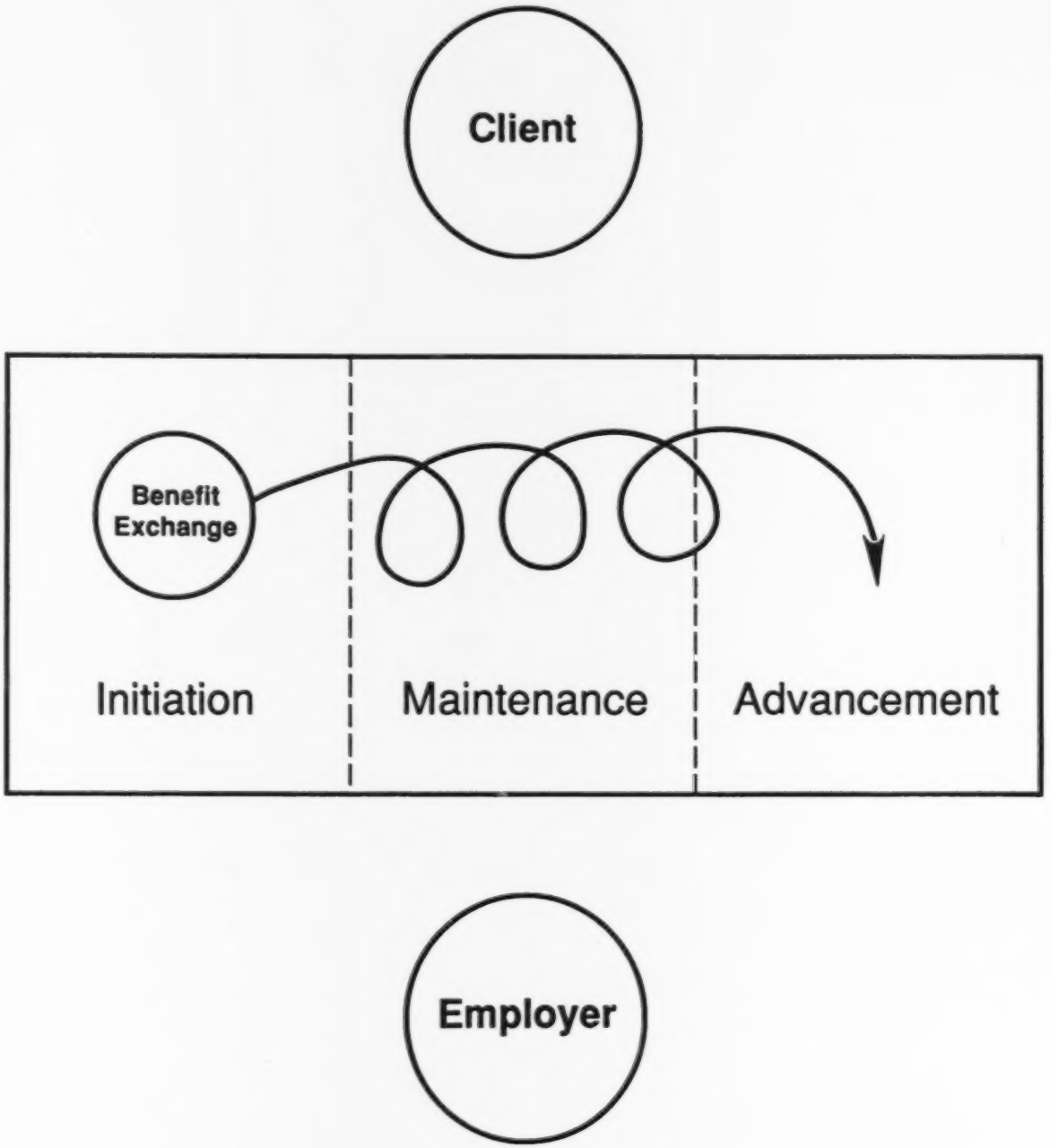
2. Impression management techniques

a. Persuasive communication
b. Self presentation

The Benefit Exchange Process



Accounts Relationship



Skill Training Methods

Trainer Instruction

Modeling Demonstration

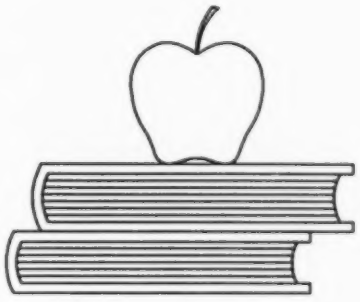
Behavioral Rehearsal

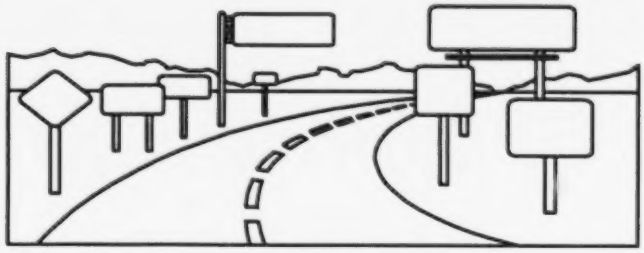
Reinforcement

Feedback

Homework

Assessment





Prospecting

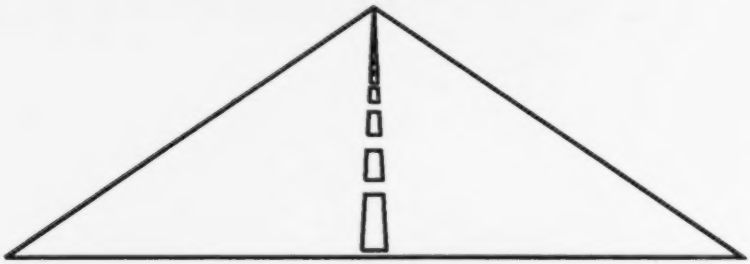
1. First step in establishing accounts

2. An extensive view of local employment opportunities

3. Identifies benefit exchange possibilities

4. Guides information collection

Goal of



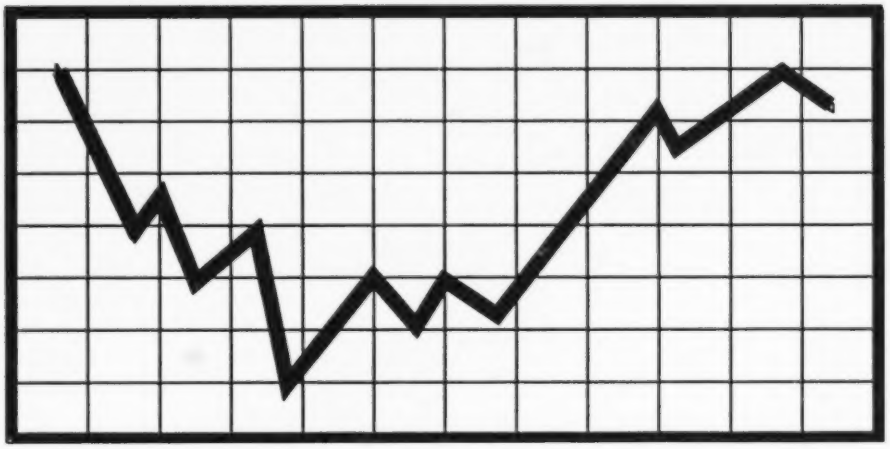
Prospecting Activities

To acquire accurate information

1.
Employer Needs

2.
Agency Needs

Prospecting Information

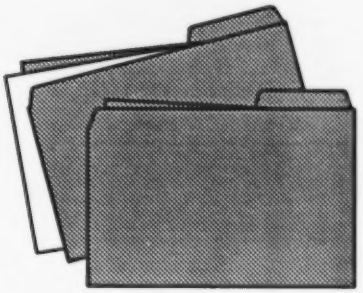


Formal and informal

information sought

during prospecting

Organizing Prospect Information



1. What information has been collected
2. What information is relevant
3. What information still needs to be collected
4. What information needs to be updated

Prospect Organizer Form

A time and energy efficient record keeping system

A. Easily transportable ring binder

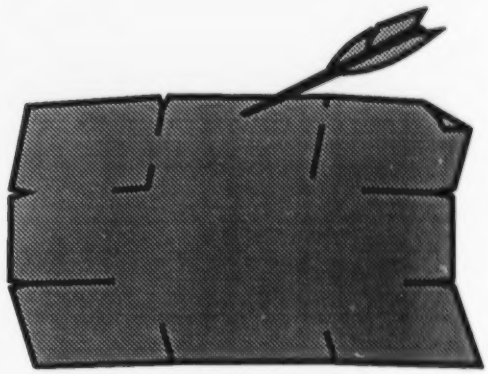
B. Convenient data entry

C. Initiates files on employers

D. Updates files on employers

E. Uses one form

1. For practitioner's log
2. For agency files

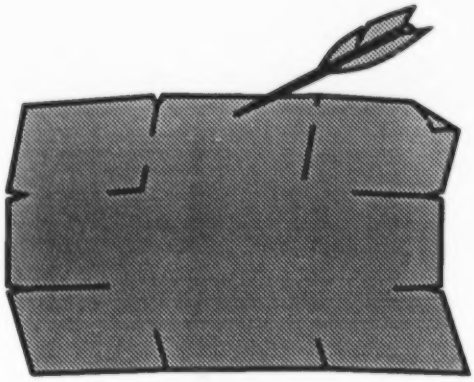


Targeting

1. Focuses your energy and time

2. Pre-selects benefits for individual employers

3. Conserves agency resources

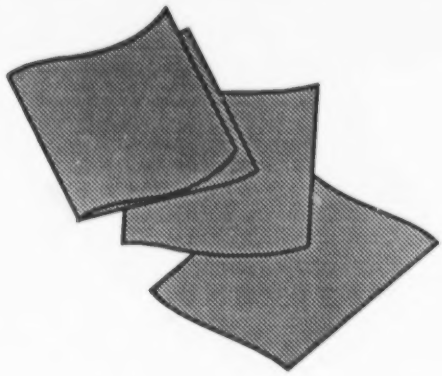


Targeting Activities

Benefit needs appraisal

Benefit needs match

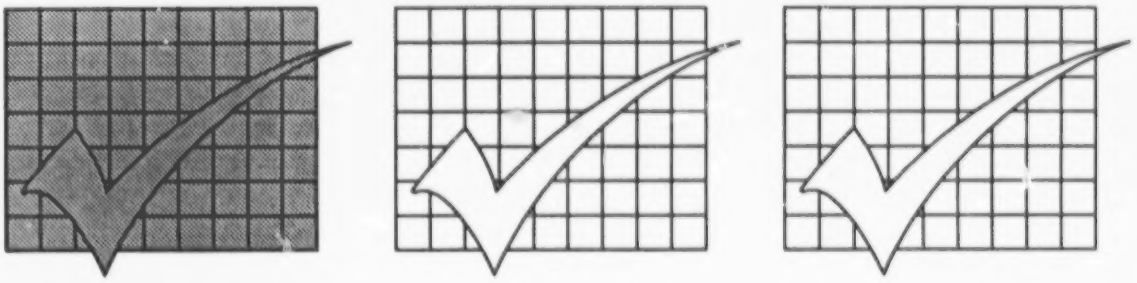
Organizing Target Information



1. ***Agency Appraisal Guides***
   a. Benefits
   b. Needs

2. ***Employer Appraisal Guides***
   a. Benefits
   b. Needs

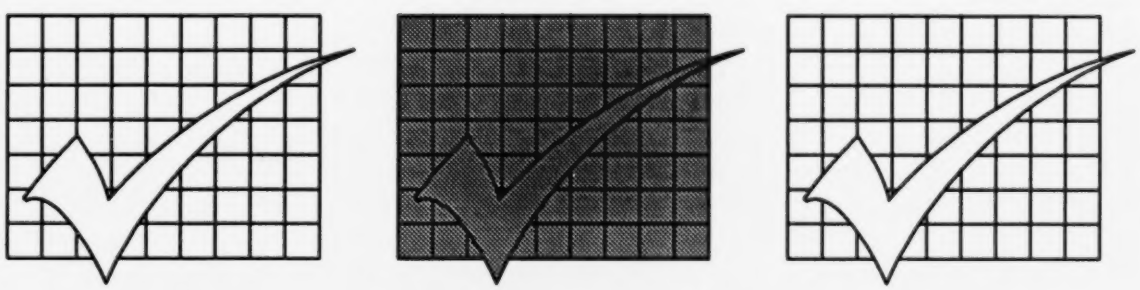
Agency Benefits Reference List



Regularly Occasionally Rarely

1. Job Candidate Referral
2. Job Analysis
3. Job Modification
4. Job Restructuring
5. Barrier Removal Consultation
6. Post Employment OJE
7. Post Employment OJT
8. On-the-Job Training

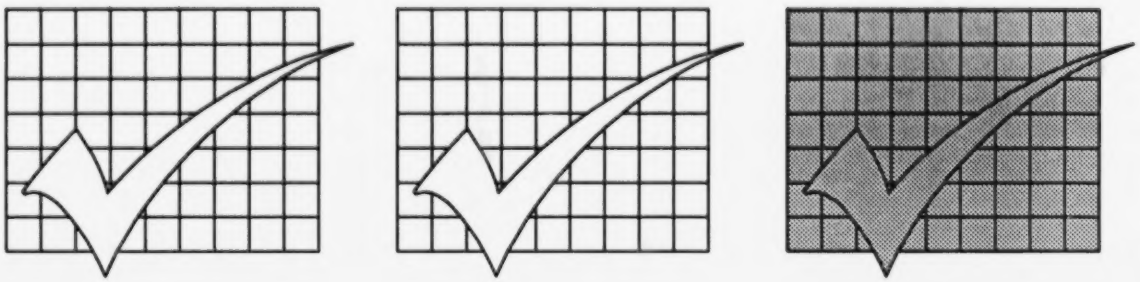
Agency Benefits Reference List



Regularly **_Occasionally_** Rarely

1. Disability Awareness Training
2. Tax Credits
3. Affirmative Action Consultation
4. Workers' Compensation Reduction Consultation
5. Second Injury Law Consultation

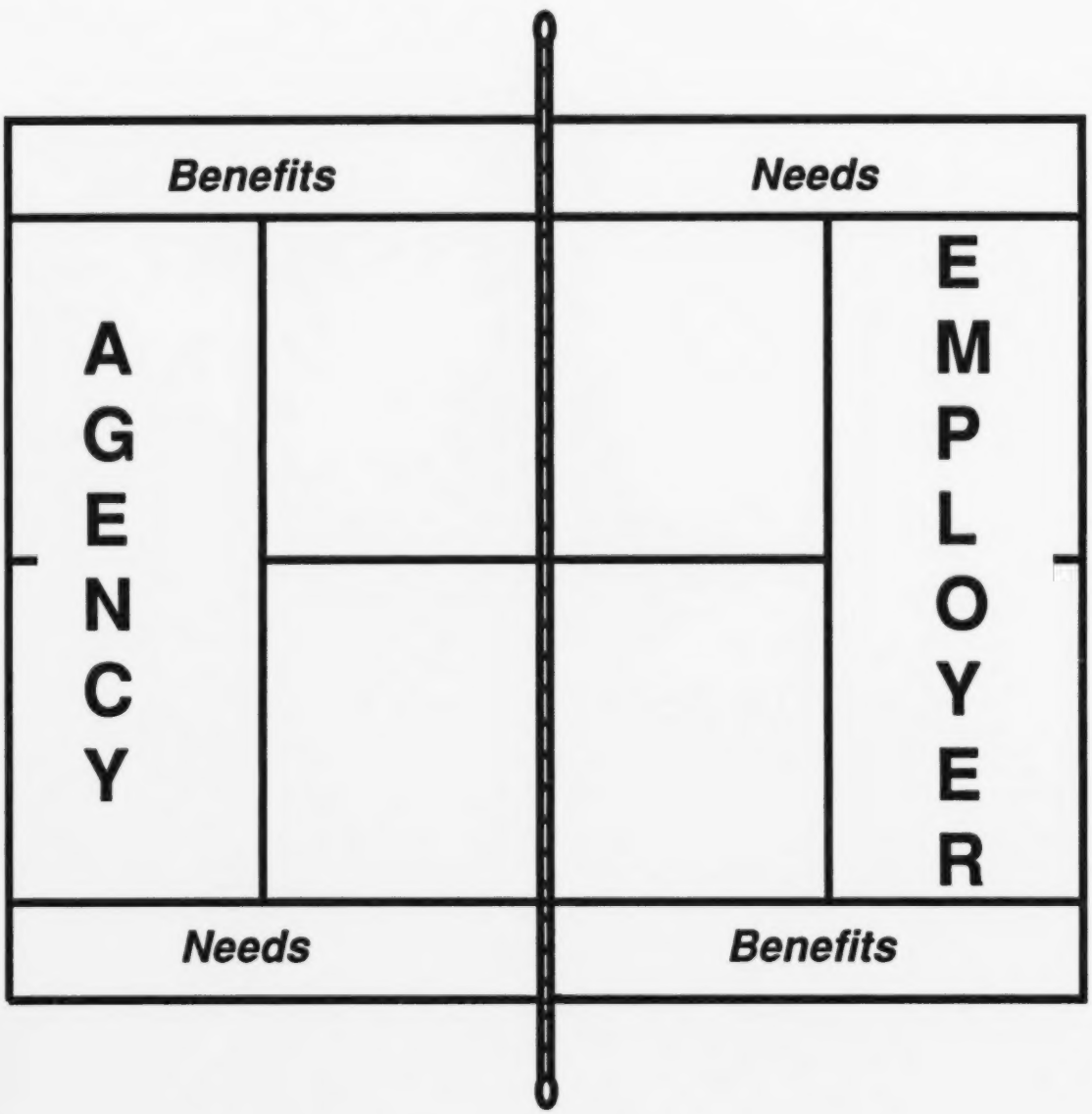
Agency Benefits Reference List



Regularly Occasionally ***Rarely***

1. Wage subsidies
2. Capital equipment deductions
3. Troubled employee counseling
4. Accommodation costs
5. Adaptive Equipment Costs

The Benefit Needs Match



Preapproach Activities

1. To create an opening

a. To develop a new account
b. To introduce new services to an old account

2. Convey an image of competence

a. Poised
b. Positive
c. Prepared

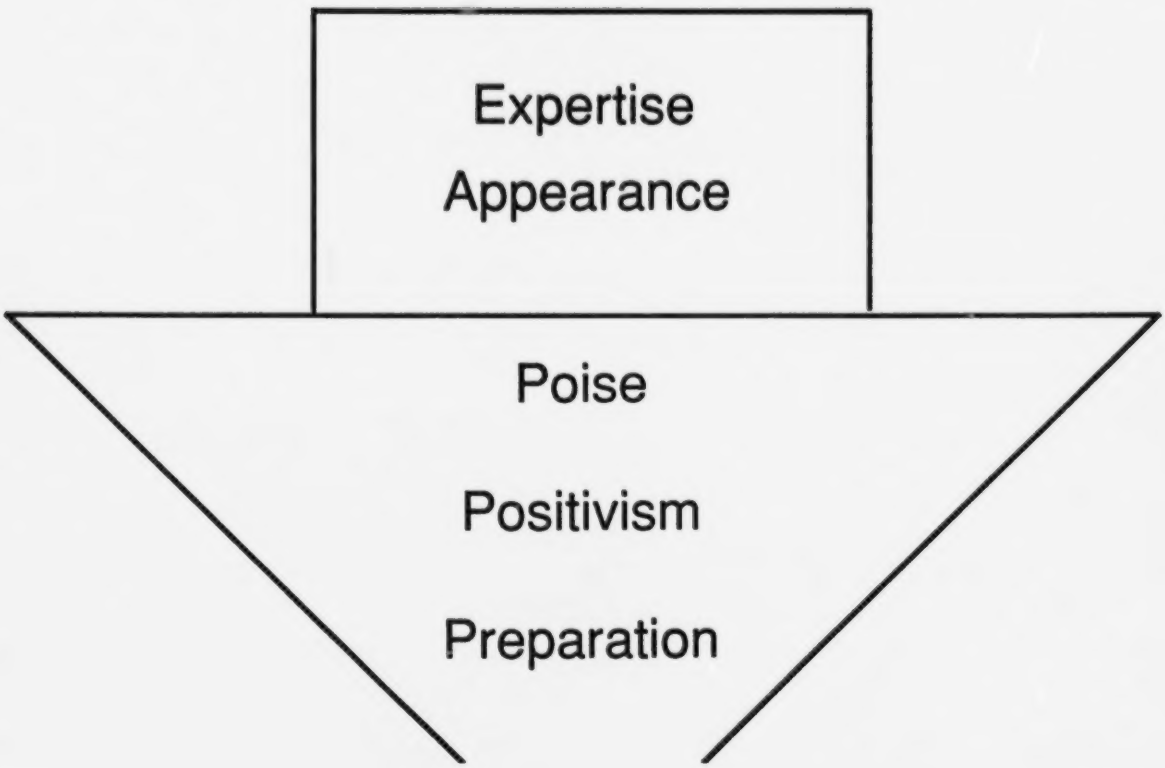
Preapproach Objectives

1. What your agency has to offer employers

2. What you have to offer employers

3. How oriented you are to the employer's needs and constraints

Preapproach Strategy



Create An Opening

Convey An Image

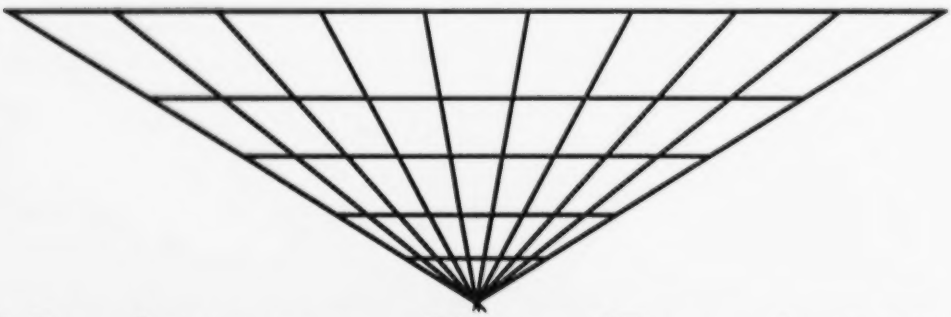
Sources of Employer Confidence

The Referral Method

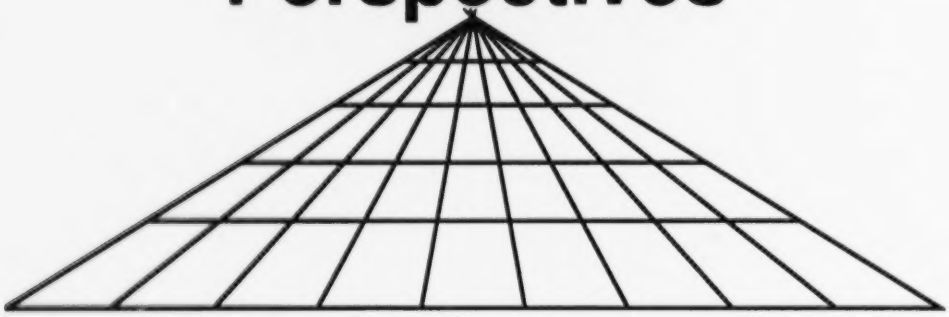
SUCCESS FACTORS

1. The source of the referral
2. Identifying your use of referrals
3. The way referrals are requested
4. The timing of referrals

Sources of Employer Confidence



Understanding Employer Perspectives



Cost Issues

Organizational Issues

Understanding
Employers' Organizations

Reasons for Developing Employer Relationship Skills

- Need information about workers with disabilities to allay their fears and address their concerns
- Need assistance, education and persuasion to change these attitudes
- Expect skillful marketing
- Need accurate information within a trusting and personal relationship
- Marketing one's self is a critical ingredient
- You owe it to your clients and your program

Cost Issues

1. Productivity
2. Attendance
3. Safety
4. Workers' compensation
5. Health insurance
6. Positive cost-sharing

Cost Issues

Productivity

- Employers have considerable concerns about quality and quantity of work output for people with disabilities

- Use information to support the relative benefits of hiring workers with disabilities

- "Studies which involved assessments from employers and first line supervisors revealed more than adequate productivity records."

References: *DuPont. 1981*
Greenwood and Johnson. 1986

Cost Issues

Attendance

- Attendance records of workers with disabilities compare favorably
- Survey of 110 large companies
  (Ellner and Bender, 1980)
- Survey of 16 major corporations with 8,000 workers with disabilities
  (Pati and Adkins, 1980)

Cost Issues

Safety

- Workers with disabilities have good safety records

- More than one-half of the workers with disabilities in a national survey of 110 large corporations had lower accident rates

  (Ellner and Bender, 1980)

Cost Issues

Workers' Compensation

Complex set of laws and regulations designed to protect employees from serious effects of accidents and illnesses suffered as a result of work

Requires employers to provide cash benefits, medical care, and rehabilitation services

Employer Choices

- Purchase insurance from private carrier
- Purchase coverage from state fund
- Self -insure against loss

Cost Issues

Workers' Compensation Coverage

- Mandatory in 47 states:

- Texas, South Carolina and New Jersey do not have mandatory coverage, but most employers choose to purchase coverage to protect themselves from negligence

Claims for Compensation for Six Categories of Disability

Medical Only

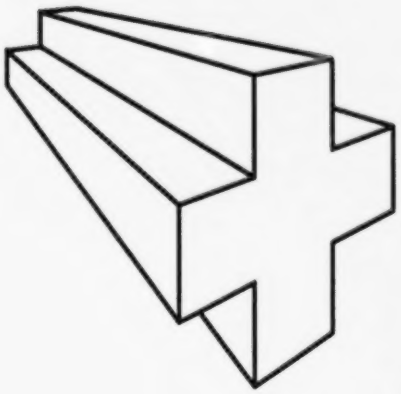
Temporary Total Disability

Temporary Partial Disability

Permanent Total Disability

Permanent Partial Disability

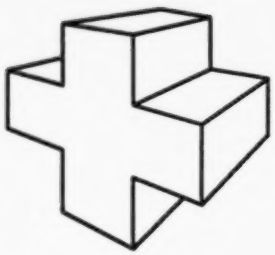
Death



65%

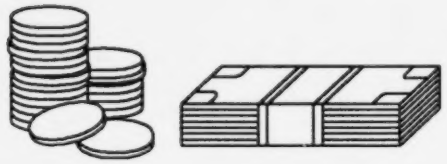
of indemnity costs are for **permanent partial disability** claims

Claims for **permanent total disability** are rare and account for about **16%** of indemnity costs (cash payments)



Cost Issues

Employers' costs for workers' compensation



Determination is very complex

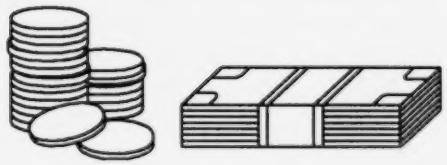
Depends on employer's

- size
- experience
- classification
- insurance arrangement

Difficult to say what an individual employer's cost may be

Cost Issues

Trends in workers' compensation costs

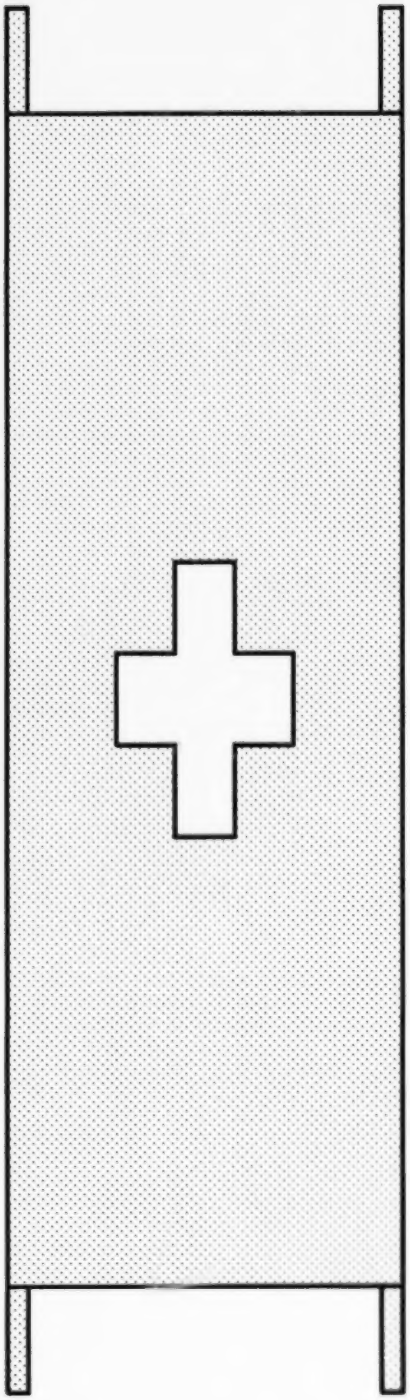


Costs are rising

Costs rose 66% from 1973-1980

Rising costs are perceived to threaten profitability

Employers are very concerned



Major Employer Concerns about Workers' Compensation

Hiring a person with a partial disability who may become totally disabled

Second Injury Funds

Covers the costs of second injuries which result in total disabilities

Effective ways to counter concerns about Workers' Comp

Respond with accurate information

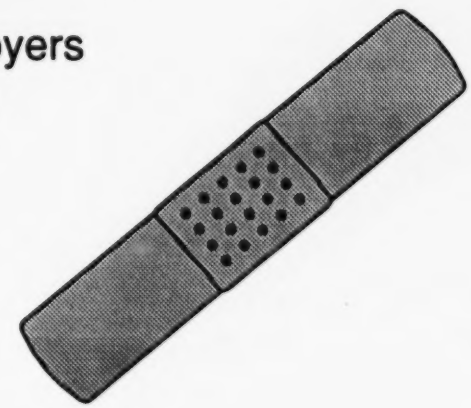
Good Safety Records
DuPont study -- 96% had average or better safety records

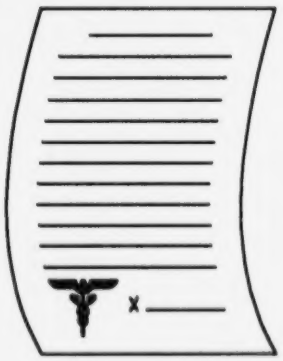
Workers' Comp rates are determined by employer's experience and hazards of the industry

Conference Board survey of 242 firms found no increases in costs after hiring workers with disabilities

Second Injury funds protect employers against the costs of total disability

See Matkin (1985) for state information





Health Insurance

Confusing issue due to array of health care plans

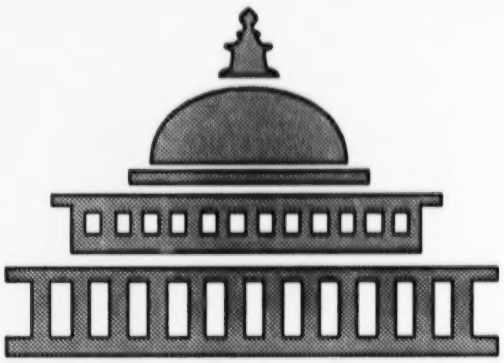
Difficult to say with certainty effects of hiring workers with disabilities

Employers may have either of two plans:
Group plan *or* ***Self-funded plan***

Under ***group plan*** employer's costs will not usually be affected

Costs under ***self-funded plans*** may be affected

- **Positive cost sharing**

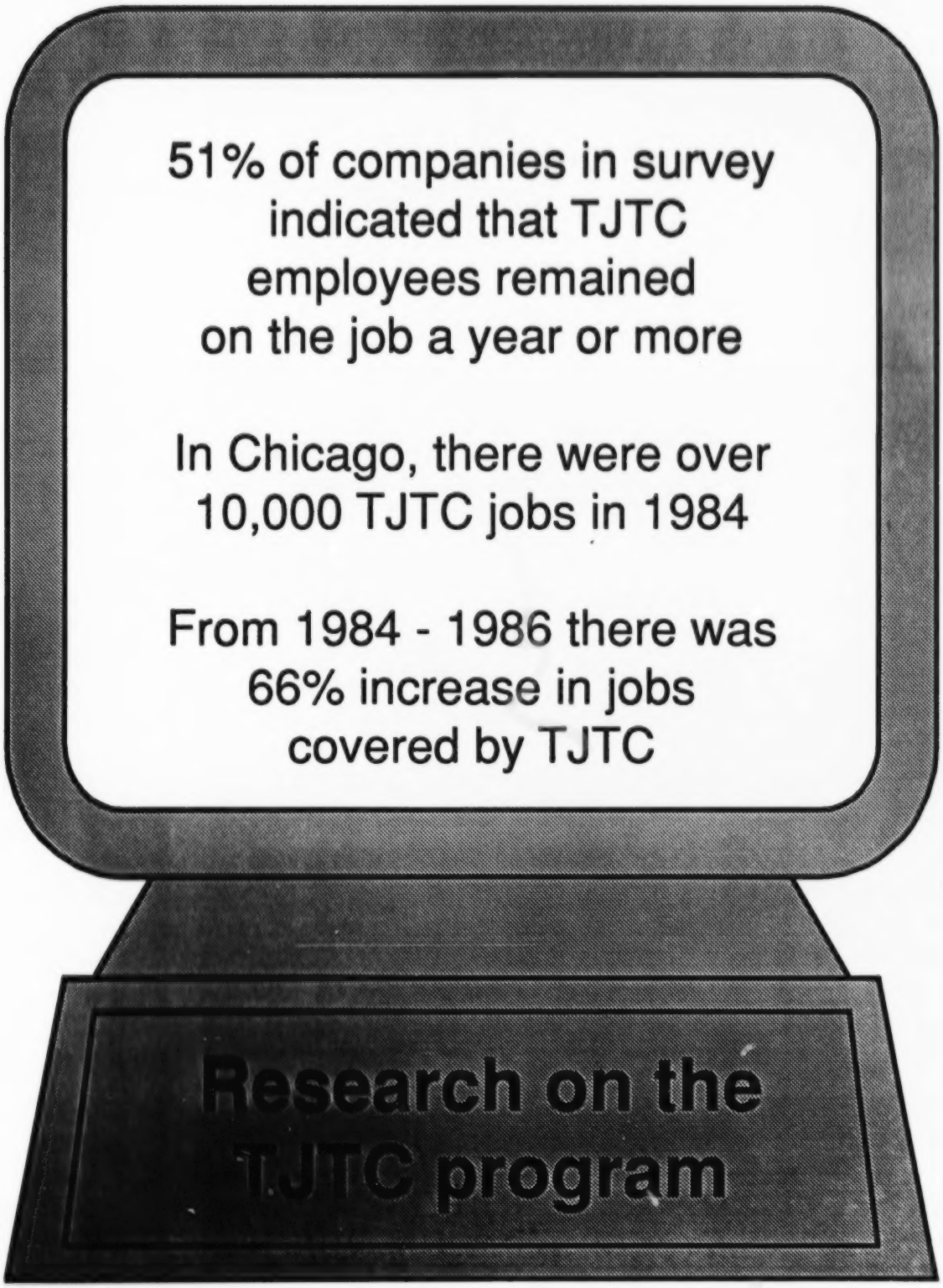


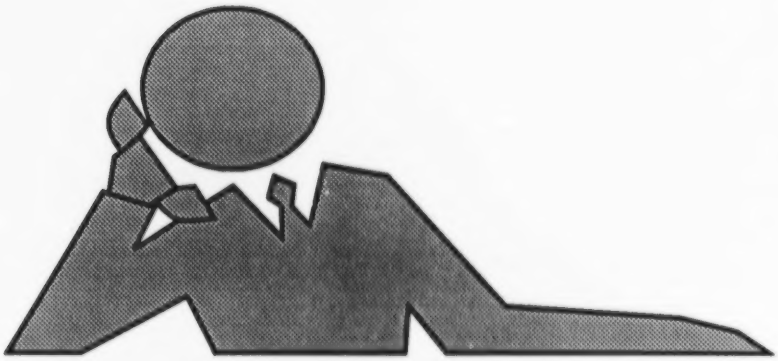
The targeted jobs tax credit

- Provides tax credits for wages paid to workers with disabilities

  Credit is 40% of first year wages up to $6,000 for employees who work minimum of 90 days or 120 hours

  Employer can realize tax credit of $2,400

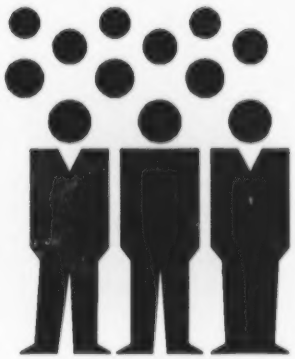

51% of companies in survey indicated that TJTC employees remained on the job a year or more
In Chicago, there were over 10,000 TJTC jobs in 1984
From 1984 - 1986 there was 66% increase in jobs covered by TJTC
Research on the TJTC program



Organizational Issues

Dealing with the concerns employers have about the effects hiring a person with a disability will have on their organizations

Affirmative Action
Unions
Supervisors and Co-workers



Affirmative Action

Rehabilitation Act of 1973

Section 503 requires affirmative action

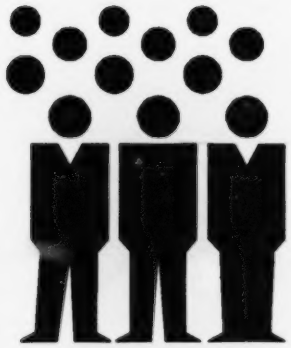
- Policy Statement
- EEO Director Identified
- Hiring Manager's Functions

EEO Director urged to insure that workers in the company know of interest in hiring workers with disabilities

Employer urged to survey company to detect practices that might be discriminatory:

- Use of tests that are not job related
- Differential benefit packages
- Practices related to placement or advancement

Reasonable accommodations unless doing so creates an undue hardship



Unions

Unions are diverse in interests and practices

Some unions have been instrumental in developing programs to protect workers who become disabled on the job

Unions are primarily concerned with protecting their members

Contracts are negotiated to protect job security and the integrity of union members

Seniority assures longer term employees will be less likely to lose jobs in layoffs

More desirable jobs are given to those who have been employed longer

Information the placement practitioner will want to acquire regarding unions

Type of union

Union's rules regarding placement of new workers

Who is responsible for negotiating with management

Possible arrangements with union to facilitate placement of workers with disabilities

Relationships with supervisors and co-workers

Ability to get along with co-workers

Amount of supervision workers with disabilities will require

What you need to know about the employer

Types of positions

Educational and work experience requirements

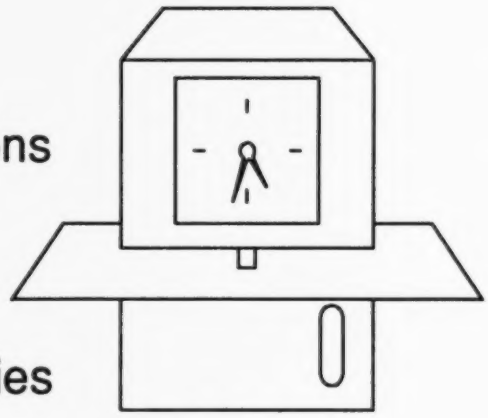
Personal characteristics desired

Advance information

General working conditions

Pay and fringe benefits

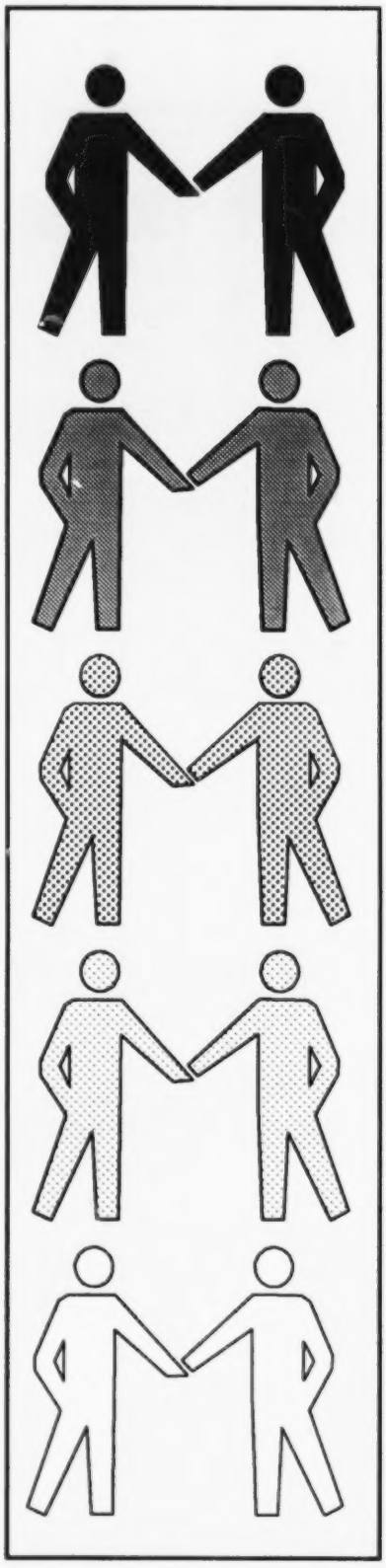
Advancement opportunities



Personnel policies

Special problems in maintaining the work force

RELATING EFFECTIVELY to Employers



Establishing Contact

Questioning Effectively

Handling Objections

Closing Effectively

Practicing Employer Relations Skills

Establishing Contact

Open the interaction

Engage in small talk

Refer to earlier contact or use referred lead

Describe the organization you represent, your role, and the purpose of your visit

Describe your services

Describe additional services pre-selected for this employer

Offer to leave information on your services

Offer to send additional information, if requested

Offer to answer any questions

Using Questions Effectively

Open ended questions

Exploratory questions

Focused questions

Handling Objections

Perhaps the most difficult task in marketing job development services

Requires knowledge of advantages of your services and the ability to express the advantages in positive manner

Important considerations

- *Respond to sincere objections*
- *View objections as opportunity to promote understanding*
- *Do not answer too quickly*
- *Do not overanswer objections*
- *Never doubt your answer*

Closing to future contact

Objectives

Obtain employer's agreement to use an agency service

Prepare for the next interaction

Five effective closing techniques

Direct:	Ask for specific action
Alternative:	Presentation of two choices, either of which will result in employer's consent
Conditional:	Use when prerequisities must be fulfilled
Trial:	Move for consent early in the transaction
Closed-end:	Check for remaining objections or questions

ADDITIONAL COPIES

RehabMark

#52-1514	Trainer's Guide	12.50
#52-1515	Participant's Workbook	8.50
#52-1516	Videotape	50.00

Media and Publications Section
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